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SHEPPARD, MULLIN, RICHTER & HAMPTON LLP
A Limited Liability Partnership
Including Professional Corporations
ORI KATZ, State Bar No. 209561
KIRK RIDER, State Bar No. 364539
Four Embarcadero Center, 17th Floor
San Francisco, California 94111-4109
Tel: (415) 434-9100; Fax: (415) 434-3947
Email: okatz@sheppard.com
krider@sheppard.com

Proposed Counsel for Highlands Community Charter and Technical Schools

UNITED STATES BANKRUPTCY COURT

EASTERN DISTRICT OF CALIFORNIA, SACRAMENTO DIVISION

In re Highlands Community Charter and Technical Schools, Debtor and Debtor in Possession.	Case No. 26-25868 Chapter 11 Adv, No. 26-02134 Judge: Hon. Christopher D. Jaime
Highlands Community Charter and Technical Schools, Plaintiff, v. Twin Rivers Unified School District Board of Trustees and California State Board of Education, Defendants.	

NOTICE OF FILING OF CHARTERS GRANTED TO HIGHLANDS COMMUNITY CHARTER SCHOOL AND CALIFORNIA INNOVATIVE CAREER ACADEMY BY TWIN RIVERS UNIFIED SCHOOL DISTRICT

26258682611030000000000017

TO THE HONORABLE CHRISTOPHER D. JAIME, UNITED STATES BANKRUPTCY JUDGE, THE UNITED STATES TRUSTEE, CREDITORS, AND OTHER PARTIES IN INTEREST:

Highlands Community Charter and Technical Schools (the "Debtor") hereby files this *Notice of Filing of Charters Granted to Highlands Community Charter School and California Innovative Career Academy by Twin Rivers Unified School District* (the "Notice") pursuant to this Court's order, dated November 2, 2026, filed in Case No. 26-25868 at Docket No. 132.

The operative charters (the "Charters") granted by Twin Rivers Unified School District ("TRUSD") to Highlands Community Charter School ("HCCS") and California Innovative Career Academy ("CICA"), together with Charter term extensions are attached as exhibits to this Notice in the following order:

HCCS CHARTER DOCUMENTS

- **Exhibit 1** HCCS Petition for the Renewal of Highlands Community Charter School, dated January 14th, 2019 – *Charter term of July 1, 2019 – June 30, 2024*
- **Exhibit 2** Letter from TRUSD Extending HCCS Charter Term, dated August 5, 2021 – *Charter term extended from June 30, 2024 to June 30, 2026*
- **Exhibit 3** Letter from TRUSD Extending HCCS Charter Term, dated October 6, 2023 – *Charter term extended from June 30, 2026 to June 30, 2027*

CICA CHARTER DOCUMENTS

- **Exhibit 4** CICA Petition for Issuance of Charter to California Innovative Career Academy – *Charter term of July 1, 2019 – June 30, 2024*
- **Exhibit 5** Letter from TRUSD Extending CICA Charter Term, dated August 5, 2021 – *Charter term extended from June 30, 2024 to June 30, 2026*
- **Exhibit 6** Letter from TRUSD Extending CICA Charter Term, dated October 6, 2023 – *Charter term extended from June 30, 2026 to June 30, 2027*

Respectfully submitted:

Dated: November 3, 2026

SHEPPARD, MULLIN, RICHTER & HAMPTON LLP

By */s/ Ori Katz*
Ori Katz

Proposed Counsel for Highlands Community Charter and Technical Schools

EXHIBIT 1

HCCS PETITION FOR THE RENEWAL OF HIGHLANDS COMMUNITY CHARTER SCHOOL, DATED JANUARY 14TH, 2019 – *CHARTER TERM OF JULY 1, 2019 – JUNE 30, 2024*

HIGHLANDS
COMMUNITY CHARTER SCHOOL

Petition for the Renewal of Highlands Community Charter School

Respectfully Submitted to the
Twin Rivers Unified School District
Board of Trustees

January 14th, 2019

For the Charter term of July 1st, 2019–June 30th, 2024

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Assurances, Affirmations, and Declarations

As the authorized lead petitioner, I hereby certify that the information submitted in petition for renewal of Highlands Community Charter School ("HCCS" or the "Charter School"), located within the boundaries of the Twin Rivers Unified School District ("TRUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school.

Highlands Community Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of the characteristics listed in Ed. Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School (Ed. Code § 47605(d)(2)(A).) unless HCCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to HCCS shall not be determined according to the place of residence of the student within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of HCCS in accordance with Education Code Section 47605(d)(2)(C). (Ed. Code § 47605(d)(2)(A)-(C).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's students and teachers regarding the Charter School's educational programs. (Ed. Code § 47605(c)(2).)

- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

- Meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. (Title 5 California Code of Regulations § 11967.5.1(f)(5)(C).)

- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. (Ed. Code § 47605(l).)

- At all times maintain all necessary and appropriate insurance coverage.

- For each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).

- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. (Ed. Code § 47612.5(a).)

- Comply with any applicable jurisdictional limitations to the locations of its facilities. (Ed. Code § 47605; Ed. Code § 47605.1.)

- Comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code §§ 47612(b) and 47610.)

- Comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA'), as reauthorized as the Every Student Succeeds Act ("ESSA").

- Comply with the Public Records Act.

- Comply with the Family Educational Rights and Privacy Act.

- Comply with the Ralph M. Brown Act.

- Meet or exceed the legally required minimum number of school days. (Title 5 California Code of Regulations § 11960.)

Charter School declares that it shall be deemed the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act.

_____ _____

Murdock Smith, for HCCS
1333 Grand Ave.
Sacramento, CA 95838
(916) 844-2283

January 14th, 2019

Element 1: The Educational Program

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

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

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

General Information

1.1: General Information Table

GENERAL INFORMATION	
● The contact person for Charter School is:	Murdock Smith
● The contact address for Charter School is:	1333 Grand Ave. Sacramento, CA 95838
● The contact phone number for Charter School is:	916-844-2283
● The address or ZIP Code of the target community to be served by Charter School is:	95838
● This location is in TRUSD Board District:	Yes
● This location is in TRUSD Local District:	Yes
● County-District-School Code	34-76505-0130757
● The grade configuration of Charter School is:	1, 2, 12
● The number of students in the current year is:	1530
● The grade level(s) of the students in the first year are:	1, 2, 12
● Charter School's scheduled first day of instruction in 2019-2020 is:	July 8, 2019
● The enrollment capacity is:	2150
● The type of instructional calendar is:	Multi-track, year-round calendar
● The number of instructional minutes is:	Grades 1 and 2: 50,970 Grade 12: 82,740
● The current bell schedule for Charter School is:	Grades 1 and 2: M, T, W, F: 8:25–12:25/Th: 8:25–11:40 or M, T, W, F:1:00–5:00/Th: 12:10–2:00 or M-F: 5:00–9:00 Grade 12: M, T, W, F: 8:00–3:15/Th: 8:00–2:00
● The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

Community Need for Charter School

Dropouts in the United States

In the United States, a student drops out of high school every nine seconds (Lehr, Johnson, Bremer, Cosio, & Thompson, 2004). That is 7,000 students who drop out of high school every single day. Annually that totals 1.3 million students who fail to graduate (Alliance for Excellent Education, 2011, p. 1). This is especially true of minority students and those who are socioeconomically disadvantaged (Balfanz & Legters, 2004). Non-graduates are far more likely than graduates to be unemployed, to rely on government assistance, or to resort to criminal behavior (Alliance for Excellent Education, 2011). Public high schools in the United States have an 80% graduation rate (Hefling, 2014). However, in large urban school districts that cater to large numbers of children from socioeconomically disadvantaged backgrounds, the graduation rate decreases significantly to 50% (Guryan & Ludwig, n.d.). This has a huge impact on the national, state, and local economy for several reasons, among them, lost tax revenue, higher unemployment rates, dependence on government assistance programs, the community cost of crimes committed, and the cost to incarcerate criminals. By providing access to education and training to students 22 years of age or older, we believe that we will not only improve the lives of our students and their families but also improve the community and the economy. By creating taxpayers, reducing the number of people receiving government assistance, and reducing the number of crimes and criminals, we are improving our community.

Who Is Dropping Out?

A dropout is defined as a student who is between 16-24 years old who is not enrolled in high school and has not earned a high school diploma or an equivalency. According to a study conducted by the National Center for Education Statistics (NCES), when broken down by race and socioeconomic status, minority students and socioeconomically disadvantaged students are dropping out of school at a much higher rate than non-minority students and socioeconomically advantaged students. American Indian students have a dropout rate of 46%; Hispanic and African American students have a dropout rate of 43%; and Asian students have a drop out rate of 17% (Alliance for Excellent Education, 2011, p. 3). Data shows that there is a strong relationship between poverty and high school dropout rates. A study conducted in 2009 showed students from low-income families were five times more likely to drop out of high school than students from high-income families (American Psychological Association, 2012, p. 1). Another study done by the NCES in 2014 concluded that only 2.6% of students who dropped out of high school were from high-income families and 5.4% of students who dropped out of high school were from medium-income families. Of the Hispanic and African American students in the United States, approximately half of them are served by high schools in predominantly low-income neighborhoods where dropout rates fluctuate between 40% and 50% (Balfanz & Legters, 2004). According to the California Department of Education in the 2013-14 school year 56,756 students dropped out of high school in Sacramento and 52,249 dropped out the following school year. Of those who dropped out in the 2013-14 school year, 20.8% were English language learners, 20.3% were black, 18.8% were Native Americans, and 14.4% were socioeconomically disadvantaged.

Dropouts and Lost Tax Revenue

When a student drops out of high school, there is a huge financial impact at the local, state, and national level. Dropout rates lead to lost tax revenues. According to the *New York Post*, every year high school dropouts cost our nation approximately $1.8 billion in lost tax revenue ("High school dropouts cost $1.8 billion every year," 2013). A study on lost tax revenue conducted by Northwestern University found that the estimated cost per high school dropout is $305,000 in potential economic gain through tax revenues to the local, state, and federal governments (Fogg, Harrington, & Khatiwada, 2008, p. vii). If only 50% of the students who dropped out in California's largest metropolitan areas were recovered, it is predicted that the economic benefits to California would be huge. The dropout recovery would invest approximately $247 million more per year into our local economy. Home sales would increase by 2.92 billion dollars. In California alone, it would increase our state and local tax revenues by $129 million every year (Carter,

2011). As a result, the California Legislature is working to address issues surrounding dropout rates such as providing schools with adequate resources to increase dropout recovery and reduce dropout rates.

Dropouts and Wages

High school graduates and college graduates make significantly more money on average than non-graduates. In 2009, college graduates made an average of $46,930 per year while the average annual wage for a high school graduate was $27,380. The same year, the average annual wage for a high school dropout was $19,540 (Alliance for Excellent Education, 2011, p. 1). Dropouts are three times more likely than college graduates to be unemployed. According to the Georgetown Center on Education and Workforce, 65% of jobs in 2020 will require some form of education.

Dropouts and Crime

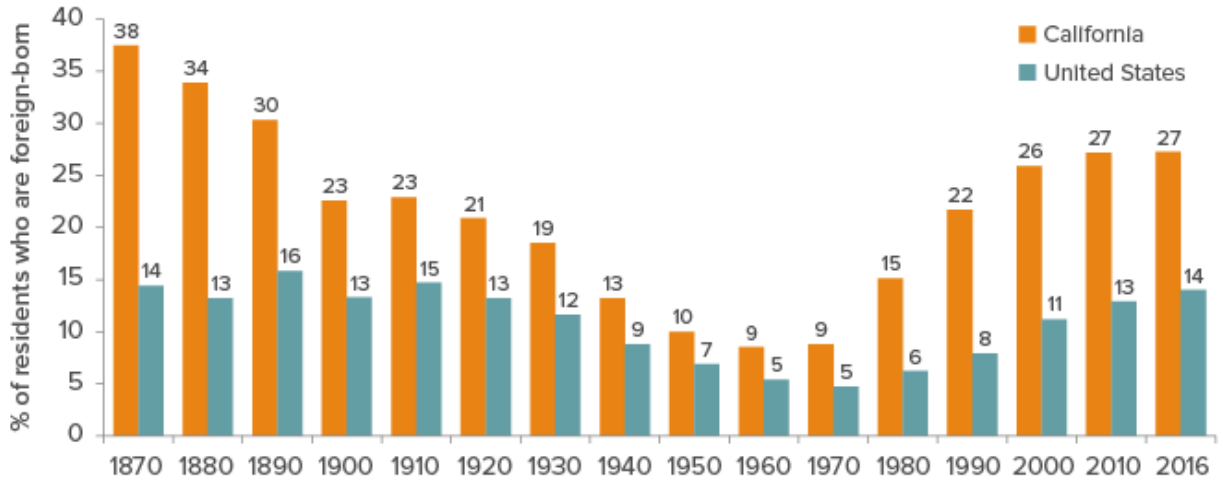
High school dropouts are significantly more likely to be convicted of a crime and to be incarcerated than high school and college graduates. A study in 2007 showed that male dropouts aged 16 to 24 were more than six times as likely to be incarcerated than high school graduates. The same study showed that male dropouts were 63 times more likely to be incarcerated than males with a bachelor's degree (American Psychological Association, 2012). In the United States, an overwhelming number of men in our prison system are high school dropouts. According to the Bureau of Justice Statistics, approximately 68% of inmates do not have a high school diploma (Wolf Harlow, 2003), and more than 40% of inmates have less than a high school education. According to the Alliance for Excellent Education, Americans could save 18.5 billion dollars annually in prison systems simply by reducing high school dropout rates by 5% for men age 20-60 (Dianda, 2008).

Dropouts and Public Assistance

Dropouts are also more likely to receive government assistance than high school and college graduates (American Psychological Association, 2012, p. 6). Given the lower wage earning potential and the higher unemployment rates, many high school dropouts have inadequate income to live on their own or support a family (Sum, Khatiwada, & McLaughlin, 2009, p. 13). Due to these income inadequacies, high school dropouts are more likely to be on public assistance or federal assistance for needy families. "If all single mothers obtained at least a high school education, the annual cost savings would be $3.8 billion" (Dianda, 2008, p. 4).

Immigrants in California

According to the Public Policy Institute of California (PPIC), there are approximately 10 million immigrants in California, which is about one quarter of our state's total population. We have more immigrants in California than in any other state in the nation. According to the US Census, half of all children in California have at least one immigrant parent. Of those immigrants, almost 80% of them are working age adults, and approximately 34% of them do not have a high school diploma. Although immigrants are just as likely to work as Americans, they tend to make 24% less money. It is imperative that these immigrants have the opportunity to access education, learn English, complete their high school diploma, and attend vocational and college training. Research shows that many foreign-born immigrants and minorities have lower high school graduation rates. According to the California Department of Education's Fall 2017 of Ed Facts there were 1,271,150 English language learners in the California public school system., which is 20.4% of the total enrollment in California and 2,637,412 speak a language other than English at home. Below is a graph that shows immigrants living in California and the United States by year from 1870-2016.



(Source: US Census Bureau, Decennial Censuses, and the American Community Survey)

Sacramento and the Twin Rivers Unified School District

In 2002, the Civil Rights Project at Harvard University labeled Sacramento the most diverse city in the United States. According to the 2010 US Census, the Sacramento metropolitan area had 2.7 million people; 45% are white, 27% are Hispanic or Latino, 18% are Asian, 15% are black, 7% identified as two or more races, and the remaining are Pacific Islander and Native American (National Center for Education Statistics, 2014). Demographers expect the minority population to continue to grow in Sacramento and it is estimated that by 2050 Sacramento will grow by 54%. It is estimated that in Sacramento 62% of the population speaks English while 38% are English learners. In Sacramento, our minority populations are more likely to experience poverty than the white population. In Sacramento only 14% of the white population is socioeconomically disadvantaged, compared to 28% of the black population, 27% of the Hispanic population, 26% of the Native population, and 23% of people who identified as two or more races, which are all living in poverty. Approximately 63% of people living in Sacramento are participating in the workforce with employment at 56% and unemployment at 10.5%. Minority groups have higher rates of unemployment with 17% unemployment for our black population, 15% for people who identified as two or more races, and 14% for Native Americans. Level of education is directly related to employment with a positive linear relationship. For people living in Sacramento without a high school education, only 56% of them are employed compared to 70% of high school graduates, 78% with some college, and 87% for those with a bachelor's degree or higher. Within the Twin Rivers Unified School District, 31.7% of students drop out between ninth and twelfth grade with nearly 500 more students who stay enrolled through twelfth grade but do not graduate. According to the 2010 Census, almost 20% of adults living in the Twin Rivers Unified School District do not have a high school diploma or equivalent (Public Policy Institute of California, 2012).

Highlands Community Charter School

Highlands Community Charter Schools offers a quality program of instruction that serves students from a wide range of age, ethnic, cultural and language backgrounds, specifically targeting high school dropouts, parents, immigrants, veterans, former foster youth and ex-offenders. Highlands provides the appropriate primary and secondary career technical education to help students from these groups to succeed. As our mission states, we are "serving the unserved."

At HCCS we understand the community we serve, and we provide that community with educational tools and opportunities. In California, we have a growing immigrant and refugee population. In order for immigrants and English learners to successfully enter the workforce, they need to improve their English. We have an astounding percentage of adults in our community who have been unable to complete a high

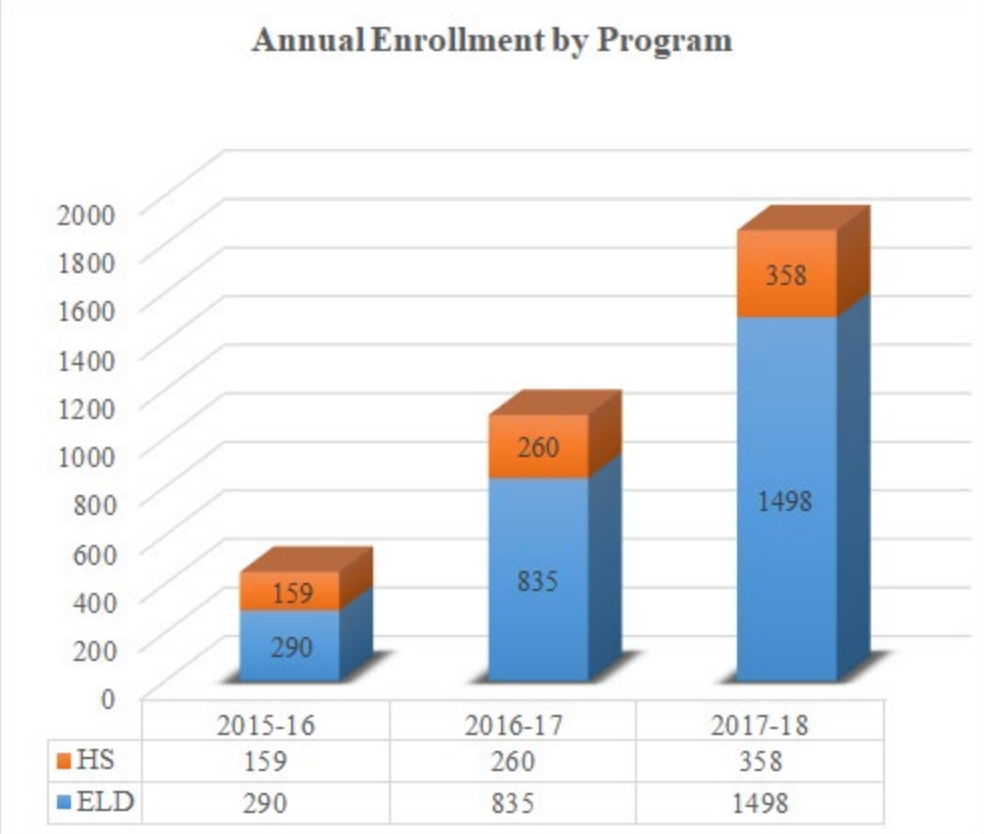
school diploma or equivalency. At HCCS we love our community, and we believe that by educating adults, we will see economic growth, civic engagement, a reduction in crime, and a reduced number of our community members relying on government assistance. We foresee that we will continue to grow throughout Sacramento and California in order to meet the growing needs of adults in our state and in our community.

1.2: HCCS Term Performance and Meeting the Needs of the Community

Enrollment

At HCCS our enrollment has grown each year since our doors opened. In the 2015–2016 school year, enrollment was 449; in the 2016–2017 school year, enrollment more than doubled to 1,095; and in the 2017–2018 school year, our enrollment grew again to 1,856 students. In the 2017–2018 school year, the student community experienced a shift in our demographics with a large influx of refugees from Afghanistan. Due to this, the previous primary student language of Spanish was replaced by Farsi/Dari. Many of these refugees were not able to access education in their home countries, and their literacy level at entry was very low. In response to this need, we opened sites in their communities and hired paraeducators who are fluent in Farsi, Dari, and Pashto. HCCS responded to this community need by partnering with community-based organizations that provide refugee assistance like International Rescue Committee, World Relief, Opening Doors and Lao Family Community Development, Inc. Our high school program has also experienced steady growth each year. Even with a very strong labor market, students still continue to enroll into the program and graduate.

Below is a graph that shows our annual enrollment for the 2015–16, 2016–17, and 2017–18 school years for both English Language Development ("ELD") and the High School Completion Program:



This shows that the high school program doubled in size in two years from 159 students in the 2015–16 school year to 358 students in the 2017–18 school year. At the same time, the ELD program grew from 290 students in the 2015–16 school year to 1,498 students in the 2017–18 school year.

Enrollment in CTE

Current CTE programs at HCCS are unique in that some of these programs are offered through our school, and some are extended to students by way of partnerships. At HCCS we have Truck Driving, Early Childhood Education, and Entrepreneurship as part of our internal CTE programs. Our external CTE programs are with Cosmo Beauty Academy and Asher College. Cosmetology and Manicuring are both located at Cosmo Beauty Academy. We also partner with Asher College to extend three programs: A+ Information Technology ("IT"), Medical Office Administration, and Office Administration which includes Microsoft Office certifications. Enrollment numbers in each of these programs can be seen below over the past three years.

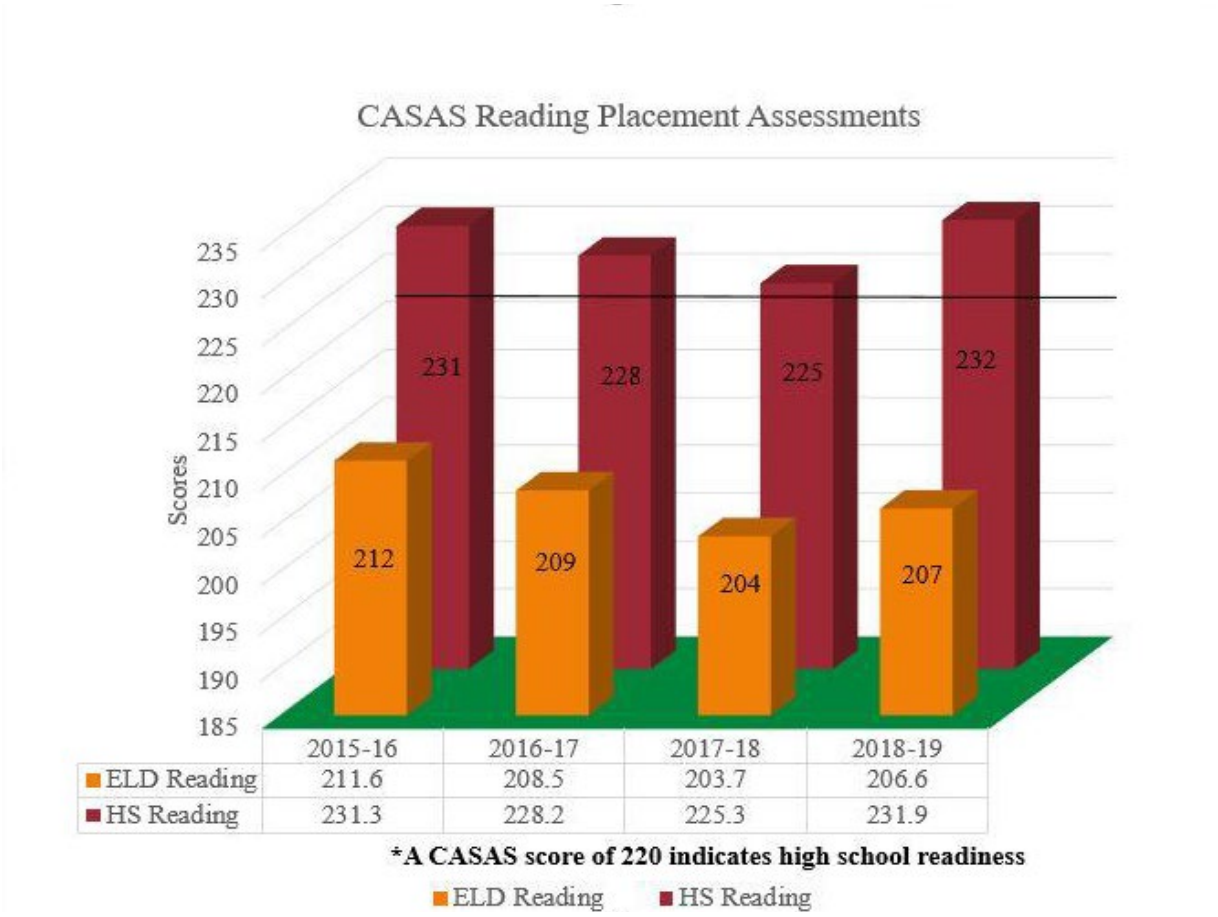
Highlands Community Charter School CTE Program Enrollment

CTE Enrollment				
Program	**15–16**	**16–17**	**17–18**	**Grand Total**
Business	22	30	14	66
Career	159	253	277	689
Early Childhood Education	41	88	88	217
Computer A+ Tech	88	9	13	110
Cosmo Beauty Academy	3	18	25	46
Microsoft Office	41	81	69	191
Truck	140	75	55	270
Grand Total	494	586	649	1729

Assessment

At HCCS we place a high value on student assessment. We use assessments to understand student needs and levels. HCCS also uses assessment to ensure student understanding. The assessment process varies between ELD and high school, but all programs require various assessments during enrollment and throughout the classes/programs. At HCCS our assessment process begins during enrollment and orientation. All new high school students are given a Comprehensive Adult Student Assessment System ("CASAS") reading and math test during their new student orientation. ELD students are also CASAS tested as part of the enrollment process, but ELD students are tested in reading, math, and listening. ELD students are also given an internally normed speaking test and a writing test by a teacher before beginning classes. These assessments are used to place students in the appropriate classes. These CASAS tests, both in ELD and in high school, are the Life Skills Series provided by CASAS. It is imperative that the content of our lessons is meaningful to the students' lives and relevant to our students' goals.

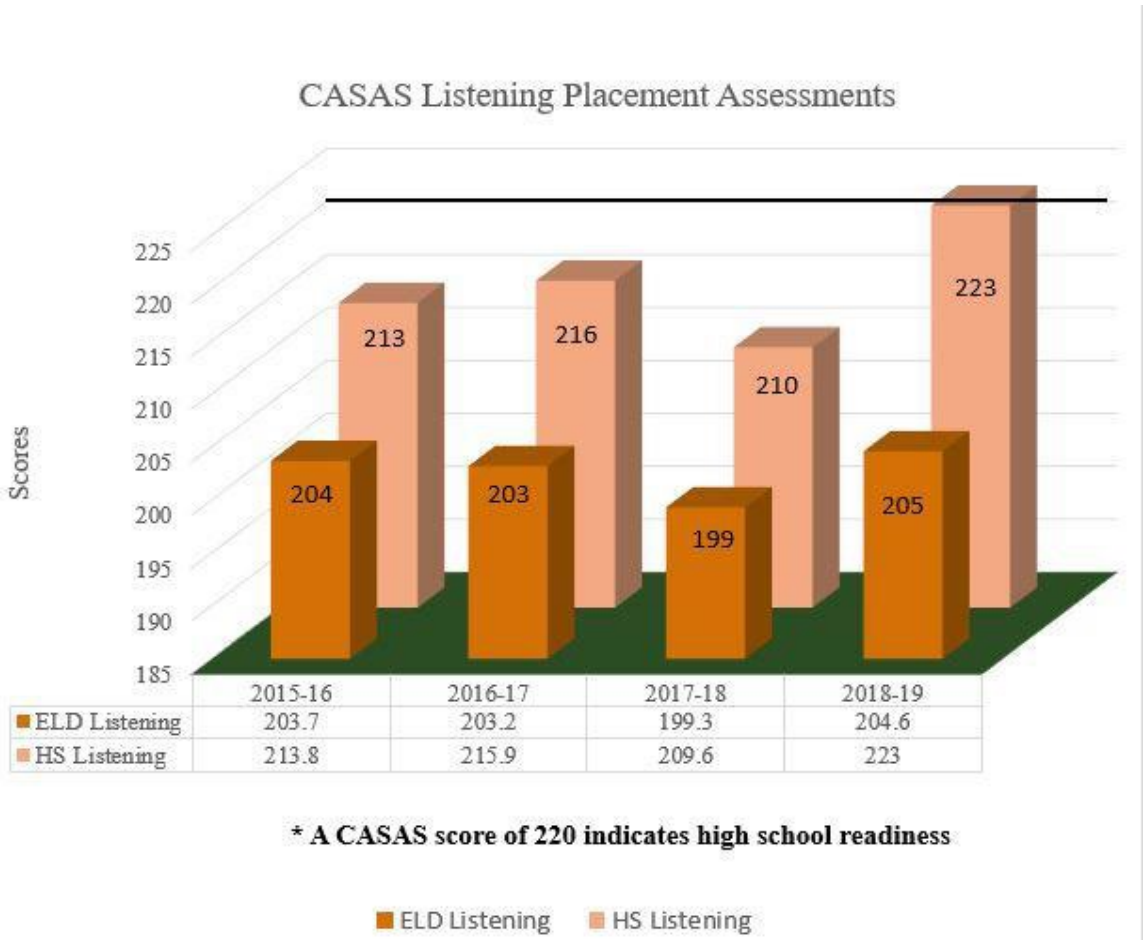
Below is a bar graph that demonstrates CASAS Reading placement assessments for new high school and ELD students for the three previous school years as well as this year:



For high school students, CASAS assessments are very important. High school teachers and counselors use the CASAS Reading score to determine if students need to be placed in a remedial reading class called Reading Skills or if the student needs to work with a Reading Specialist. The score is also used to determine if high school students have reading scores required to enter any of Highlands Community Charter School's Career Technical Education ("CTE") programs. Our high school students averaged an entry CASAS reading score of 231 for the 2015–16 school year, 228 for the 2016–17 school year, and 225 for the 2017–18 school year.

In the ELD program, reading scores (as well as other test scores) are used to place students into the appropriate class level. Our ELD students scored lower on average than the high school students with an average entry CASAS Reading score of 211 for the 2015–16 school year, 208 for the 2016–17 school year, and 203 for the 2017–18 academic year. This average score is largely impacted by the increased number of refugee students HCCS continues to serve. Of the 1,856 students enrolled, 646 are from Afghanistan, Syria, and Iraq. Many of those students enroll into our ELD program with very low rates of English literacy and some without literacy in their first language. These CASAS Reading assessments allow us to identify pre-literacy, non-literacy, and literacy ELD students who need additional support. They also help us to identify the higher level ELD students who are good candidates for the high school/CTE program.

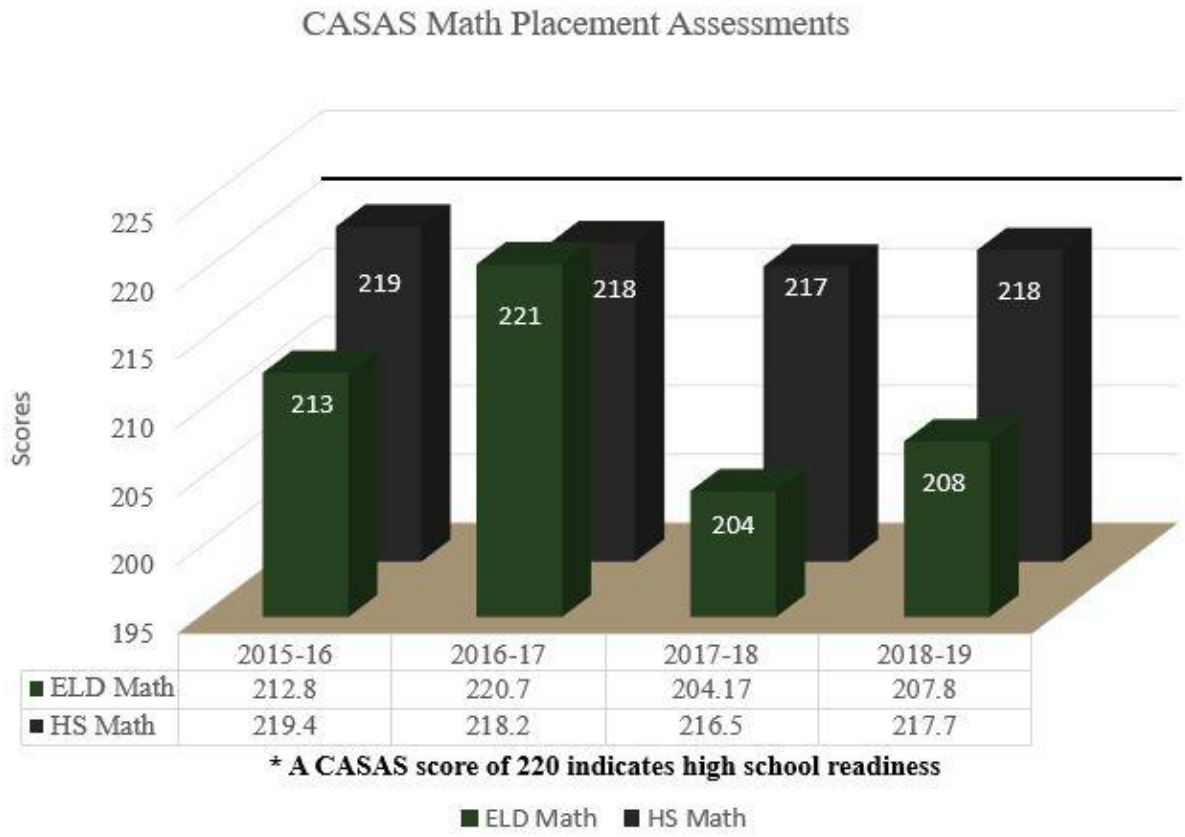
While high school students are not required to take the CASAS Listening assessment, ELD students are. Below is a bar graph that shows the average CASAS listening scores for ELD students over the past three years and what has been gathered for the 2018–19 year so far.



On the CASAS Listening assessment, ELD students had an average score of 203 in the 2015–16 school year, 203 in the 2016–17 school year, 199 for the 2017–18 school year, and 204 for the 2018–19 academic year so far.

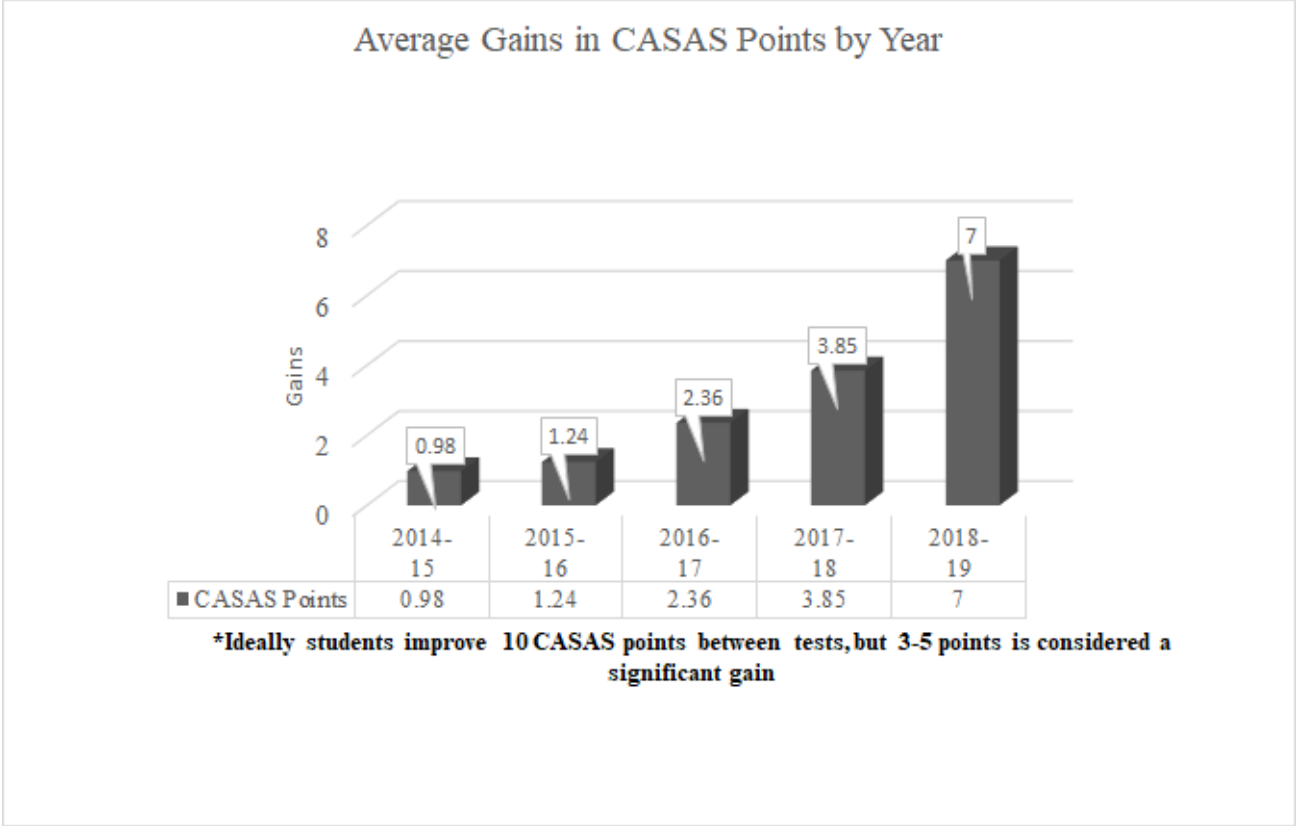
CASAS Math assessments have always been administered to all incoming high school students during the enrollment process, but we have recently made an increased effort to make sure both ELD and high school students are completing the initial CASAS Math placement exam. The assessments are used in conjunction with students' transcripts to determine their level and to place them in the appropriate classes.

Below are the average incoming CASAS Math assessment scores for high school and ELD students by year:

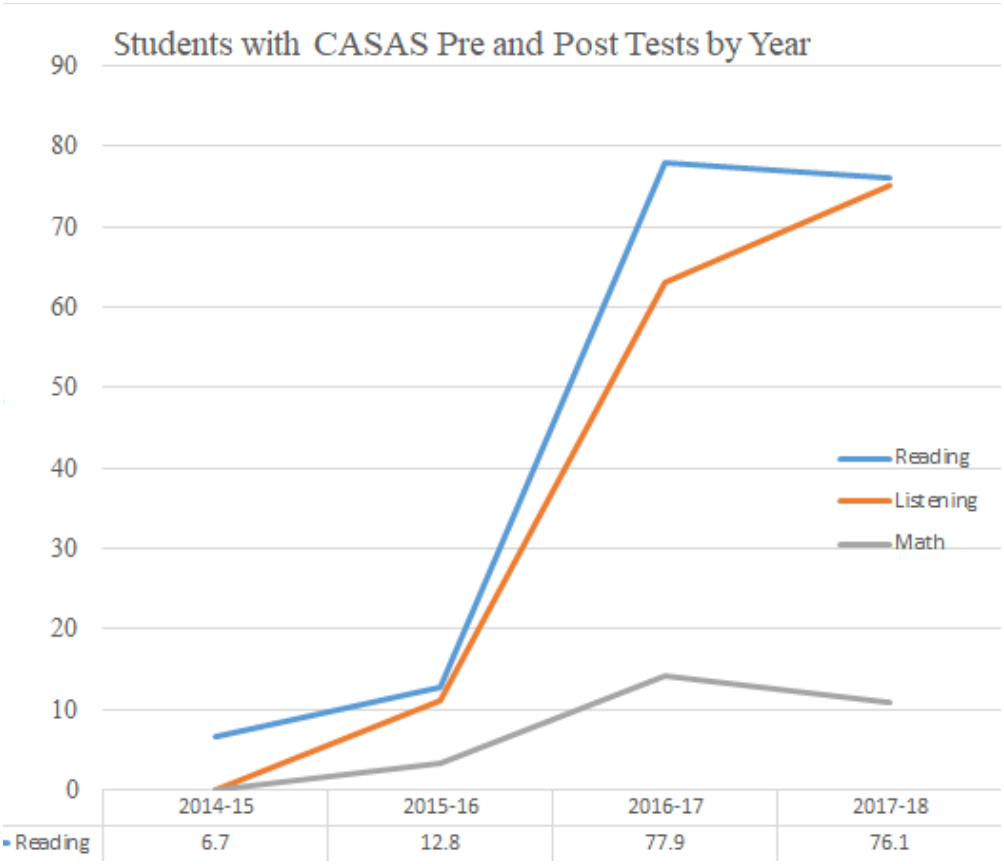


Overall, high school students tend to score higher on CASAS Math assessments, but in the 2016–17 school year, ELD students scored slightly higher with an average first score of 220. During the same school year, the high school students averaged 218. Overall, high school students averaged a CASAS Math pre-test of 218, while ELD students averaged 211.

At HCCS we use CASAS in two primary ways: to assess incoming students for placement and to measure academic progress. Our goal is to have students complete a level between assessments. A complete level is approximately 10 points. If a student came to HCCS and scored 180, they would need 10 points to make it to the next level at 190. However, if a student scored 188, that student would only need a two point gain in order to reach the next level. Below is a graph that depicts our average CASAS gains by year.



Although we have not captured the number of student gains that we would ideally like to see, we have steadily improved each year from only .98 points in the 2014–15 school year to 3.85 in the 2017–18 year. This year we are projecting an average gain of 7 points based on the gains we have for this school year and the five year trend. In order for us to capture our students' gains, it is imperative that our students consistently receive pre- and post-tests. At HCCS we are committed to increasing our level of CASAS assessments. Below is a graph that shows the number of students who received CASAS pre- and post-tests for the last four school years.



In the 2014–15 school year, we had a very low percentage of pre- and post-tests compared to the 2017–18 school year, when for reading and listening, we had pre- and post-tests at 76.1% and 75.2% respectively. This percentage is based on our Average Daily Attendance (ADA). Every year we have improved in reading and listening, even while our enrollment grew expeditiously. The one test in which we need to improve is math. As this graph indicates, we have not made improvements in the number of CASAS pre- and post-math assessments. In prior years, we did not assess our ELD students in math as part of the enrollment process and instead primarily assessed our high school students. Beginning in the 2018–19 school year, both high school and ELD students will be assessed in math as part of the enrollment process.

Teachers, counselors, and proctors do their best to get CASAS pre- and post- tests from every student; unfortunately, we have been unable to get them from every student. By hiring several new proctors, training more teachers and staff, purchasing more laptops to run CASAS, and developing a more rigorous testing schedule, HCCS will provide more succinct data regarding CASAS testing pre- and post-tests in the future.

Grades

At HCCS we have two systems for student grades: one is for ELD students, and one is for high school students. For the ELD students, we use the letter grades M, A, D, and E. M has a Grade Point Average ("GPA") value of four points, A has a value of three points, D has a value of two, and E has a value of one GPA point. The letter grade of M is equivalent to 90% mastery, where E is 80%, D is 70%, and E is 60% or below. In ELD, the M grade is the only grade that demonstrates level mastery and readiness for level promotion.

Grades	Descriptions
M- Meeting	The student is meeting or exceeding standards.
A- Approaching	The student is approaching standards.
D- Developing	The student is developing an understanding of standards.
E- Emerging	The student has an emerging understanding of the standards.

In the 2016–17 school year, ELD students received a total of 1,320 M's and 850 A's for a total of 2,170. For the same year, 121 students earned D's and 32 students earned E's. In the 2017–18 school year, we gave 1,274 students M's, 1,401 students A's, 444 students D's, and 259 E's. So far in the 2018–19 school year, HCCS has only entered grades for one quarter. Last quarter, 288 students earned M's, 484 earned A's, 105 earned D's, and 9 students earned E's.

It is important to note that this chart shows the total number of each grade given per academic year. The ELD students are graded in the subjects of reading, writing, speaking, and listening. The CASAS post-tests are also utilized as an external assessment to determine a student's grade.

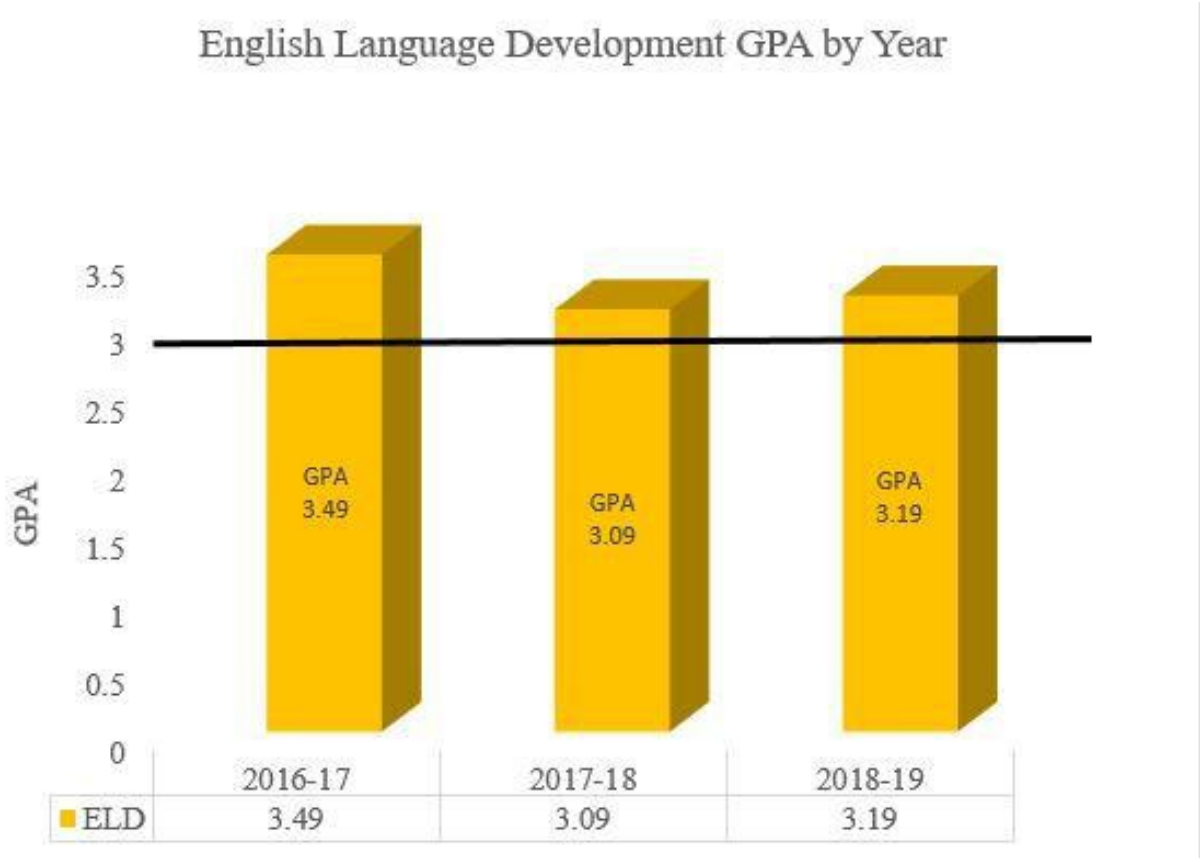
Below is a bar chart that shows the distribution of ELD grades by percentage and year:



***Our goal at Highlands is for our students to earn M's and A's and to maintain a schoolwide GPA of 3.0 or higher**

In the 2016–17 school year, 56% of the ELD students completed a level, and 93% of them received either an M or an A. Only 5% received a D, and 1% received an E. In the 2017–18 school year, 38% of the ELD students completed a level and 79% earned either an M or an A. That same year, 13% of the ELD students earned a D, and 7% earned an E. In the 2018–19 academic year, so far 32% of the ELD students have completed a level and earned an M and 87% have earned either an M or an A. Almost 12% of ELD students earned a D and 1% earned an E.

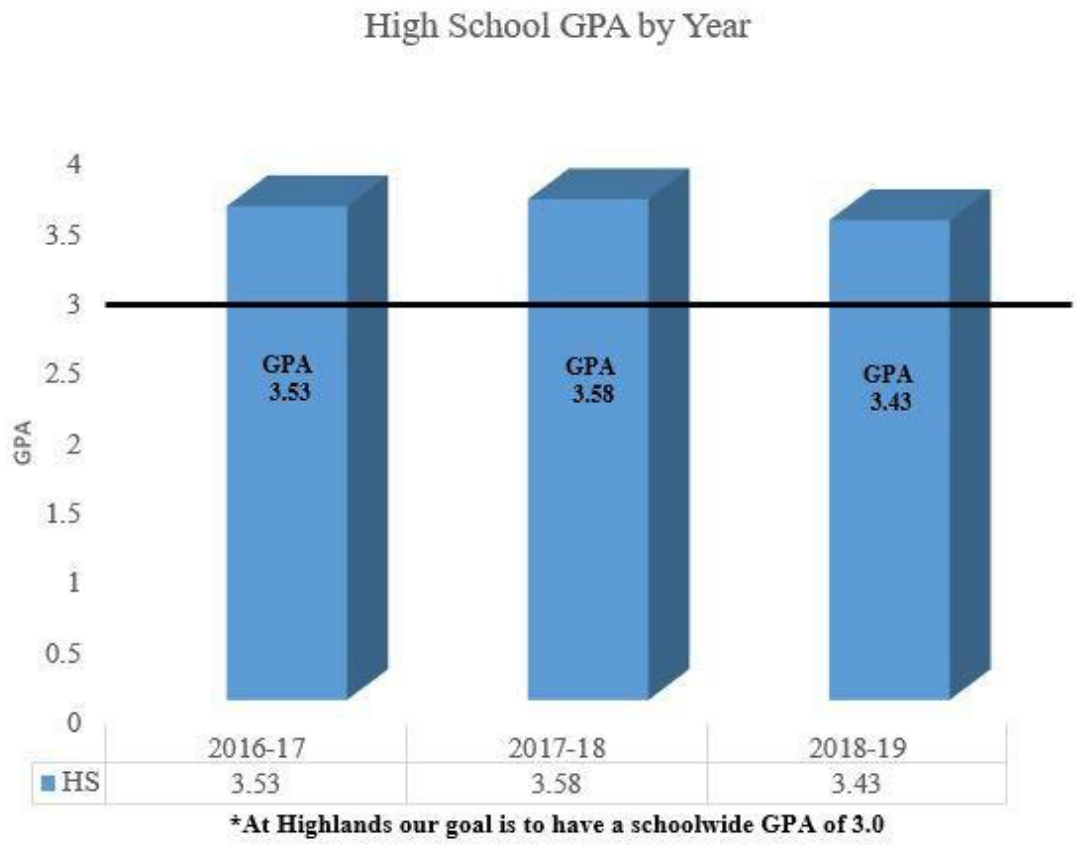
Success and accurate grades for all our students, both ELD and high school, are very important to us. Our goal is to have a schoolwide grade point average of 3.0 or higher. Below is the English Language Development GPA data for the 2016–17, 2017–18, and what has been documented so far in the 2018–19 school year:



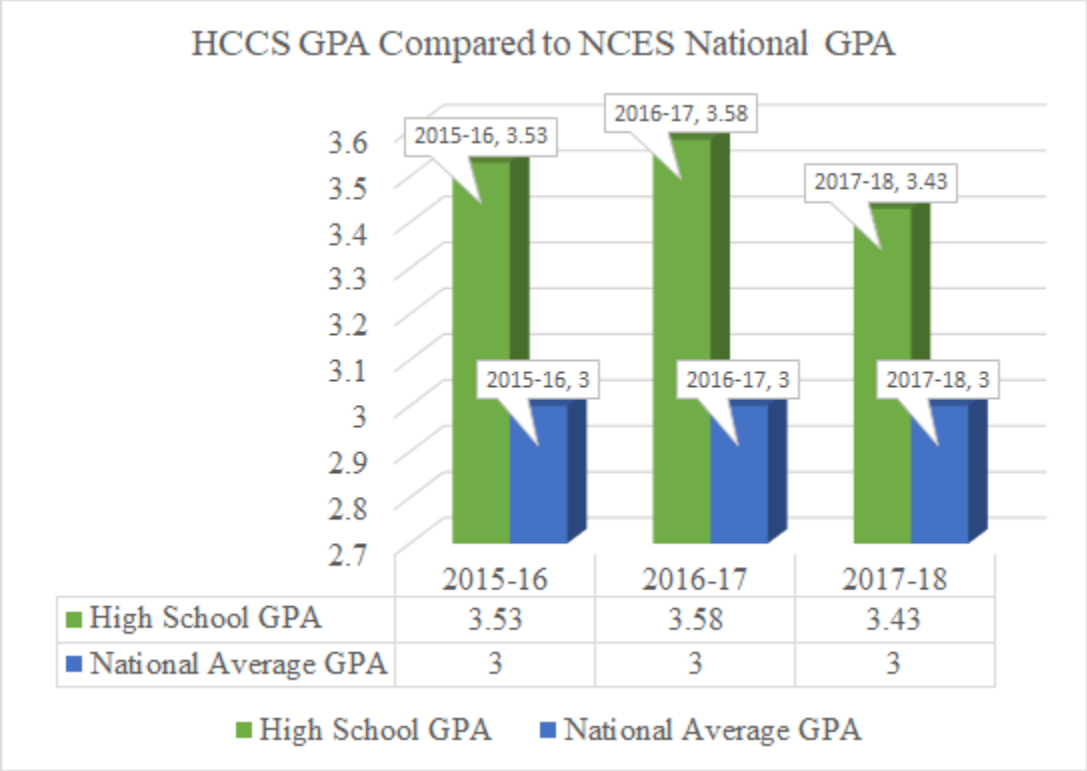
Since we implemented the MADE grading system for ELD students in the last quarter of the 2016–17 school year, ELD students have maintained a grade point average of 3.0 or higher. In the 2016–17 school year, ELD students had an average GPA of 3.49. During the 2017–18 school year, ELD students had an average GPA of 3.09, and so far in the 2018–19 academic year, they have an average GPA of 3.19.

As mentioned before, HCCS's schoolwide goal is to have an average GPA of 3.0 or better for all programs. While all of our programs have achieved this goal for the last three years, the high school students tend to have a higher GPA than the ELD students.

Below is a graph of the High School GPA by year for the past three academic school years:

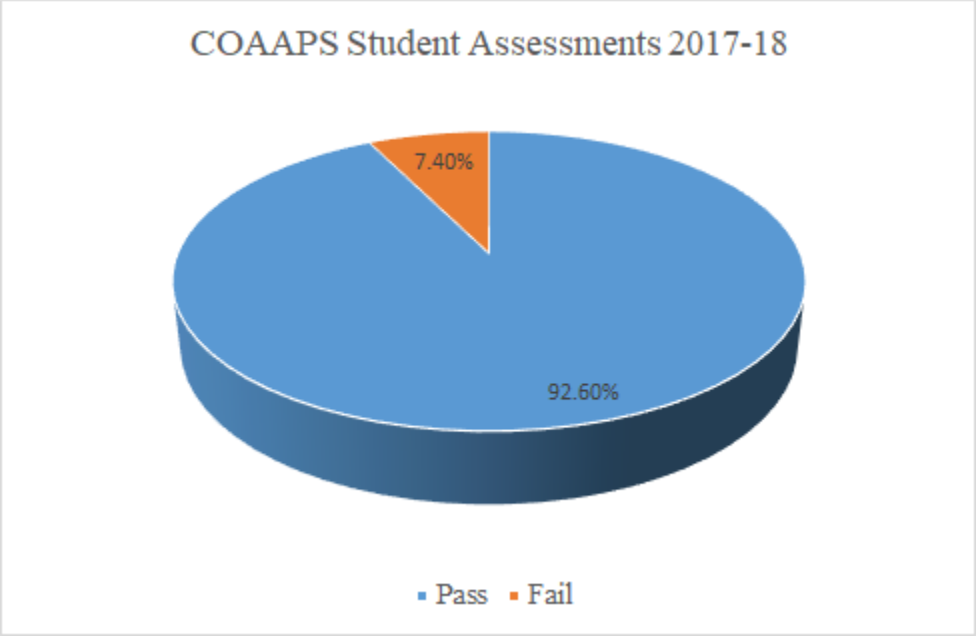


While the ELD students had an average GPA of 3.49 in the 2016–17 school year, the high school students had an average GPA of 3.53. For the 2017–18 school year, the high school students had an average GPA of 3.58 while the ELD students had a GPA of 3.09—a considerable difference at .49 GPA points. This year the difference in grade point average between ELD and high school students is declining with a smaller gap of .24 GPA points, where high school students have an average GPA of 3.43, and ELD students have an average GPA of 3.19.

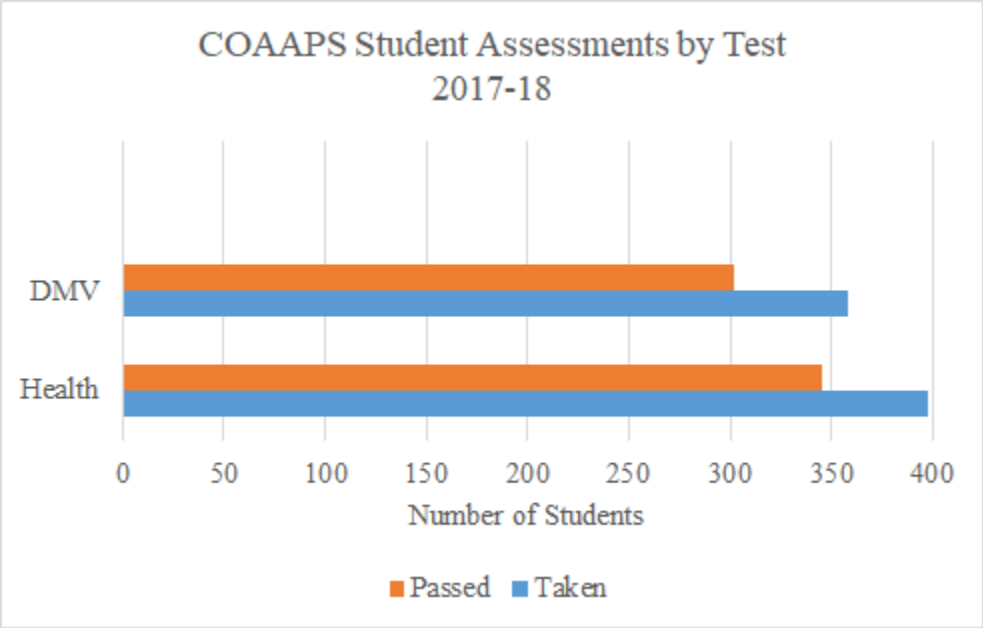


COAAPS Data

In 2016–17, HCCS applied for a Workforce Innovation Opportunity Act ("WIOA") grant and it was awarded for the 2017–18 school year. Then in 2017–18, we began creating EL Civics modules for the students and assessing them on the objectives. For the 2017–18 school year, we selected two themes based on students' greatest needs: community resources (DMV) and health (Healthcare). For the DMV packets, HCCS chose three relevant objectives related to Community Resources (DMV): Reading and Understanding Street Signs (Objectives 12.1, 12.2), Traffic Stops (Objective 12.8), and Citations (Objective 12.10). For Health packets, HCCS chose: Talking to a Doctor (Objectives 28.2, 28.5), Making Doctor Appointments (Objectives 28.4, 28.12), and Completing Medical History Forms (Objective 28.6).



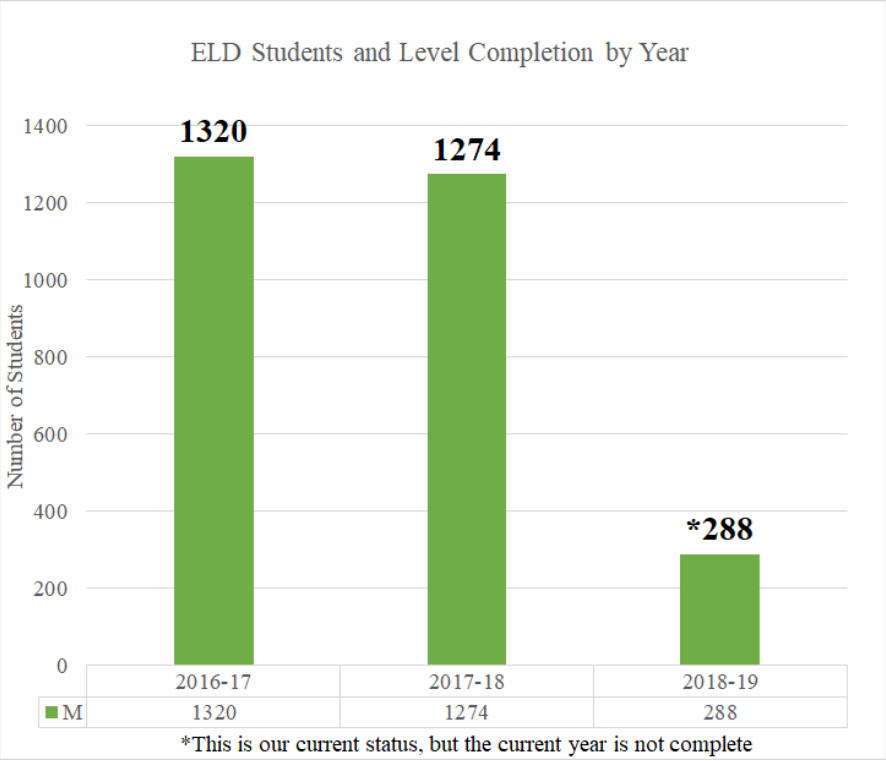
HCCS asked the ELD teachers to choose at least one of the themes based on their students' interests and needs. Overall, these EL Civics materials were taught in 32 classrooms: DMV was taught in 14 classrooms and Health was taught in 18 classrooms. A total of 756 students were assessed. Below is a graph that shows our student learning data for the 2017–18 school year:



Of the 756 students who were assessed, 700 of them passed their assessment. Overall, 92.6% of our students passed while the remaining 7.4% of our students did not. Of the 756 students who were taught EL Civics, 358 students studied DMV and 398 studied Health. Our students did slightly better on their EL Civics Health assessments than on the DMV assessments, but overall our students did very well on both.

Promotion and Graduation

Below is a table that shows the number of ELD students who were promoted for the 2016–17, 2017–18, and so far in the 2018–19 school year in one or more of the following areas: reading, writing, speaking, or listening:

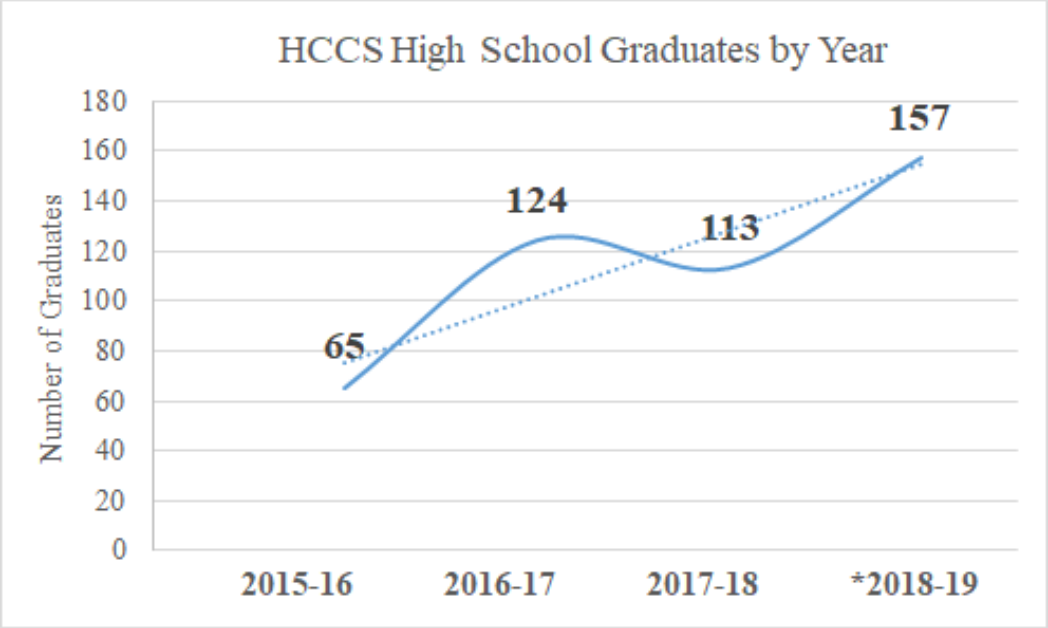


In the 2016–17 school year, 56% of the ELD students completed at least one level compared to 37% in the 2017–18 year, and so far in the 2018–19 school year 288 students have progressed at least one level. At the end of the 2016–17 school year, the grading system was introduced. It is possible that during the first quarter of grading, teachers were still learning to appropriately assign grades. That may have resulted in a high distribution of M grades compared to the 2017–18 school year. We are currently in the second quarter of the 2018–19 school year which explains the low number of M grades and ELD level completions.

High School Graduation Data

Rather than promotion, graduation is the best way to identify course completion for our high school students. At HCCS our graduation day is like a holiday worthy of celebration. It is the culmination of years of hard work, determination, perseverance, and overcoming sometimes very serious hardships. HCCS loves to celebrate student success and provide an opportunity for students' families to celebrate this success as well. When students earn their credits, they may petition for their diploma, and exit as a graduate. Since this happens on a very regular basis, we wanted to provide more than one opportunity a year for students to celebrate and "walk the stage." At HCCS we hold a graduation ceremony every summer and winter. Each year the venue has changed in response to graduation growth. Most recently, we held the Summer 2018 Graduation at The Center at Twenty Three Hundred, which is a venue that holds approximately 500 attendees.

Below is a graph that shows the number of high school graduates per year for the 2015–16, 2016–17, 2017–18 school years, and our graduation projections for the 2018–19 school year.



***This is projected for the 2018-19 school year based**

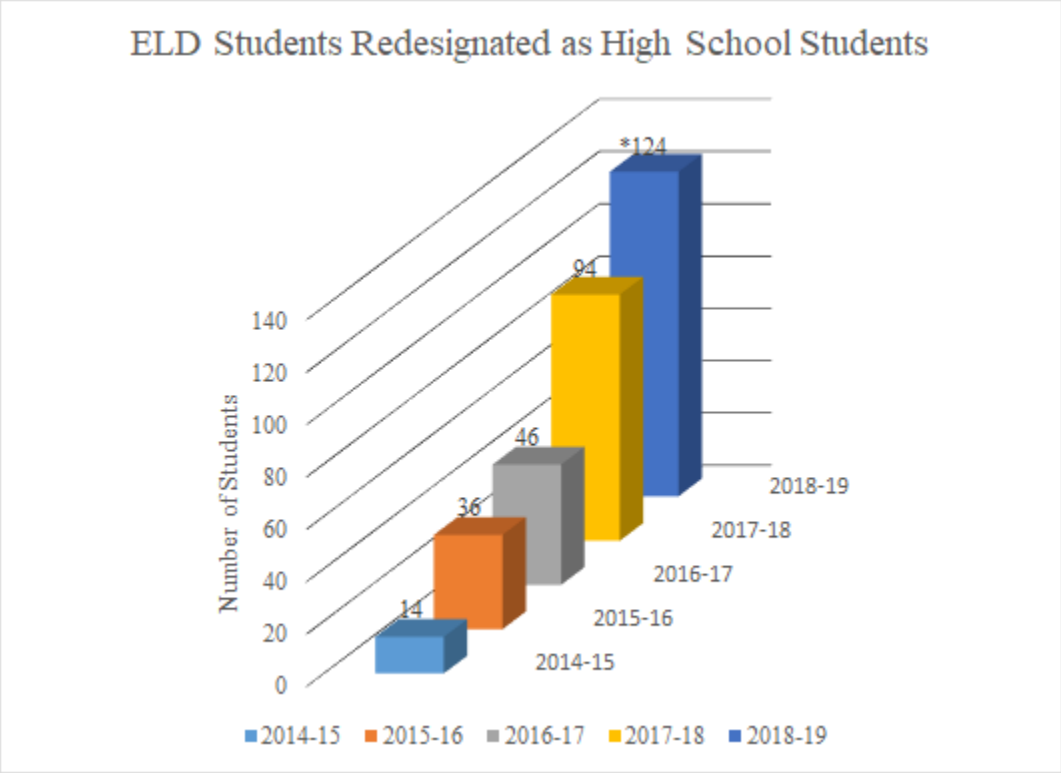
The number of students who graduated from HCCS doubled each year for the first two years and has held steady at about 120 students for the past two school years. In the 2015–16 school year, we had 65 students graduate. There were 124 students who graduated in the 2016–17 school year, and 113 students who graduated in the 2017–18 school year. For the 2018–19 school year, we project that of the 350 students we have enrolled in high school, 157 will graduate.

Re-designation

At HCCS we want to ensure that we are providing our ELD students with all of the tools they need to achieve their goals. One way we do this is by transitioning our ELD students from our English Language Development program into our high school program and re-designating them as high school students.

To be re-designated from ELD to high school, each student should satisfy at least three of the following criteria: a minimum CASAS reading score of 225, CASAS minimum listening score of 225, a minimum CASAS math score of 220, a minimum ELD level 6 equivalent rubric score on the HCCS writing assessment, a minimum ELD level 6 equivalent rubric score on the HCCS speaking assessment, a minimum score of "approaching" on the student ELD portfolio rubric. A teacher recommendation may take the place of an ELD portfolio if a student has not produced a portfolio of work. All new students, who have been in attendance less than one month, or incoming students should use the HCCS writing assessment requirement as one of their three criteria.

Below is a graph that shows the number of our ELD students who have entered our high school program by year:

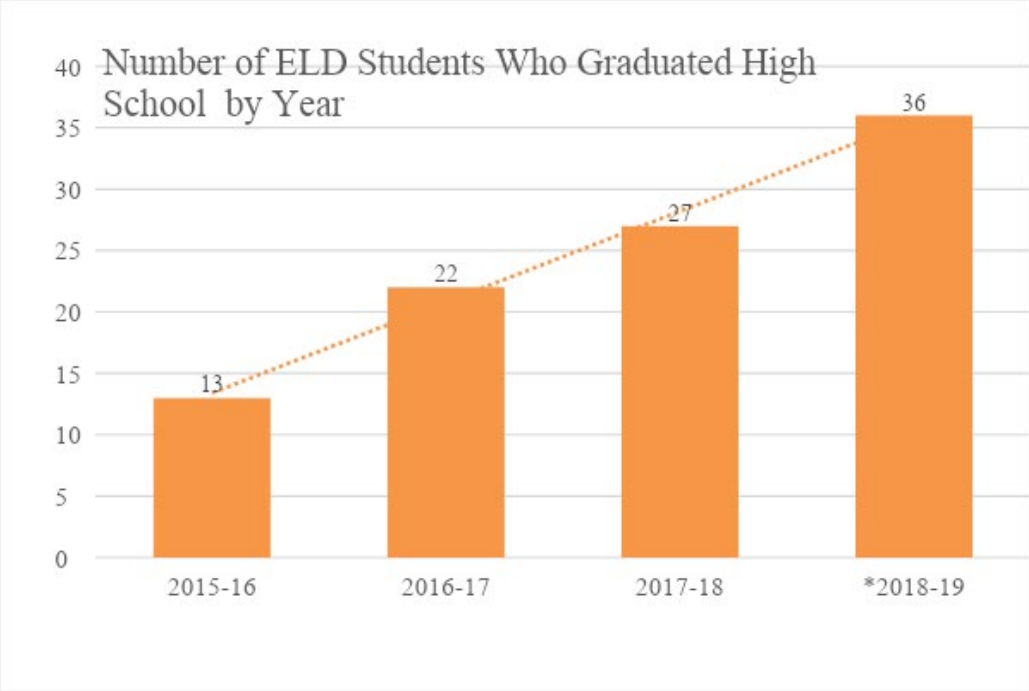


***For the 2018-19 school year this number is projected based on the trend and enrollment**

Since the 2014–15 school year, we have had a steady increase in the number of ELD students who have been reclassified from our ELD program to our high school program. We saw the biggest increase during the 2017–18 school year. So far for the 2018–19 school year, 31 ELD students have been reclassified as high school students. Based on that figure, we are projecting that 124 ELD students will reclassify by the end of the 2018–19 school year.

ELD Graduation Data

Similarly, we have seen a steady increase in the number of ELD students who have graduated from our high school program. From the 2015–16 school year to the 2017–2018 school year, the number of high school graduates more than doubled. Based on the 9 graduates in the first quarter for the current school year, we project 36 students who began instruction at HCCS in our ELD program will graduate from High School this year.



***For the 2018-19 school year this number is projected based on the trend and enrollment**

CTE Programs

HCCS recognizes the importance of a robust Career Technical Education program, especially for students who have been traditionally unserved. Programs have been created with our students in mind. We hope that our programs will lead to livable wage careers. Historically, we have sought to expand our programs based on student needs and interests. For example, when students were interested in entering the medical field, HCCS attempted to create a program that would allow students to gain knowledge and experience in that field. In addition to student needs and interests, HCCS has also looked at local workforce and regional plans to grow its current and future programs.

Community Partnerships

We know that our students have many needs and that we do not possess the resources to address all of them. For that reason, we have developed many community partnerships with other schools and organizations. Since we opened our doors in the 2014–15 school year, we have created 16 partnerships. Through these partnerships we have a wider reach in our community, and our students have increased access to the tools they need to achieve their goals.

External CTE Programs

We are pleased to have six internal CTE programs and two external CTE programs as part of our high school program at HCCS. We know that our students need more than English Language Development and a high school diploma; they need the tools and skills to get a living wage job. One way that we are able to offer state of the art training and programs is through our partnership with Asher College and Cosmo Beauty Academy. At HCCS we are pleased that a total of 1729 students have participated in our career programs, both internal and external.

Asher College

At HCCS we are proud to partner with Asher College, a vocational and trade school in Sacramento that opened in 1989 to provide hands-on training in medical, business, and information technology. Through this program, we are able to offer our students three information technology programs at no cost. These

programs include A+ Information Technology, Medical Office Administration, and Office Administration, which includes Microsoft Office Certifications. Since we began our partnership with Asher College, 191 students have taken Microsoft Office and 208 have taken Computer A+ Tech.

Cosmo Beauty Academy

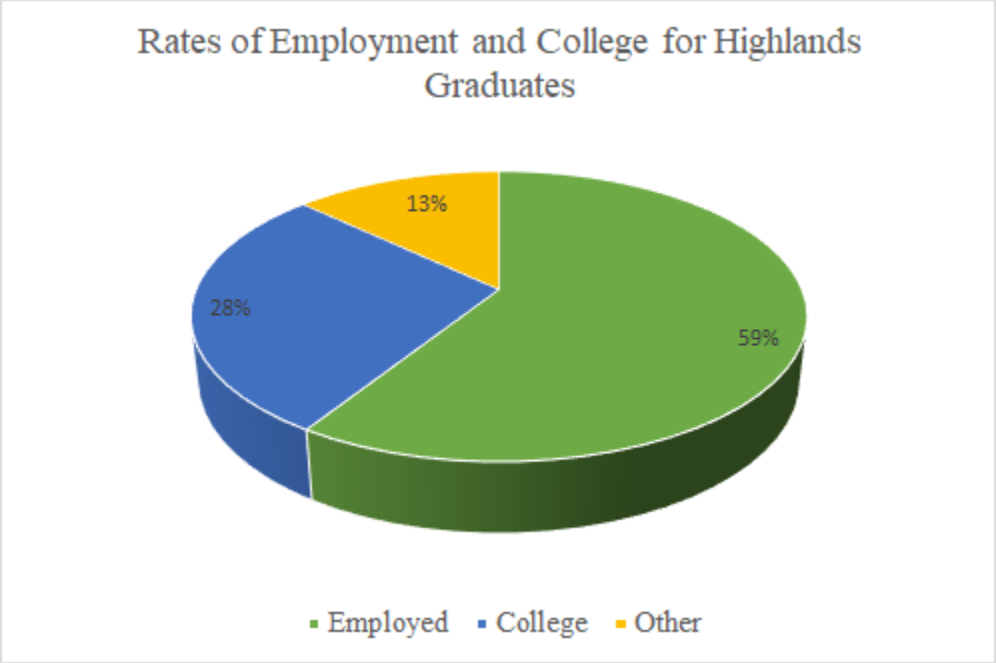
We are also proud to partner with Cosmo Beauty Academy (Cosmo), a vocational beauty school that offers cosmetology, esthetics, and manicuring programs. It first opened in 2007 in Sacramento and is accredited by the Board of Barbering and Cosmetology, the Bureau of Private Postsecondary Education, and the National Accrediting Commission of Career Arts & Sciences. Since we began partnering with Cosmo in the 2015–16 school year, 46 of our students have participated in their program.

Academic Support and Student Support Services

At HCCS we have the unique opportunity to work with adult learners who have faced many challenges and who require both academic and personal support in order to successfully meet their academic and career goals. Over the last five years, our students have demonstrated and communicated the things they need and ways they need to be supported. In response to our students' needs, we have developed several academic services and student support services. Academically, we support our students through our Career Success Center, ELD Navigators, library and reading services, and CTE programs and partnerships, as well as many other academic support services. Our student support services include homeless services, a free clothing closet, and a Civics 101: Rights and Responsibilities class presented by the District Attorney's Office. Our students have faced many academic and personal challenges throughout their educational journeys, and it is truly our pleasure to support them through our educational programs while they achieve their goals. We recognize that our students have many needs. While many of their needs are academic, some are personal. Our student-centered teachers, staff, and counselors interact with our students regularly to understand the areas where they need the most help. We want to improve our students' lives through our services. We have found that many of our students are unable to succeed in their classes when their basic physiological needs are not being satisfied. At HCCS we have created extensive academic and student support services to meet the needs of our student population.

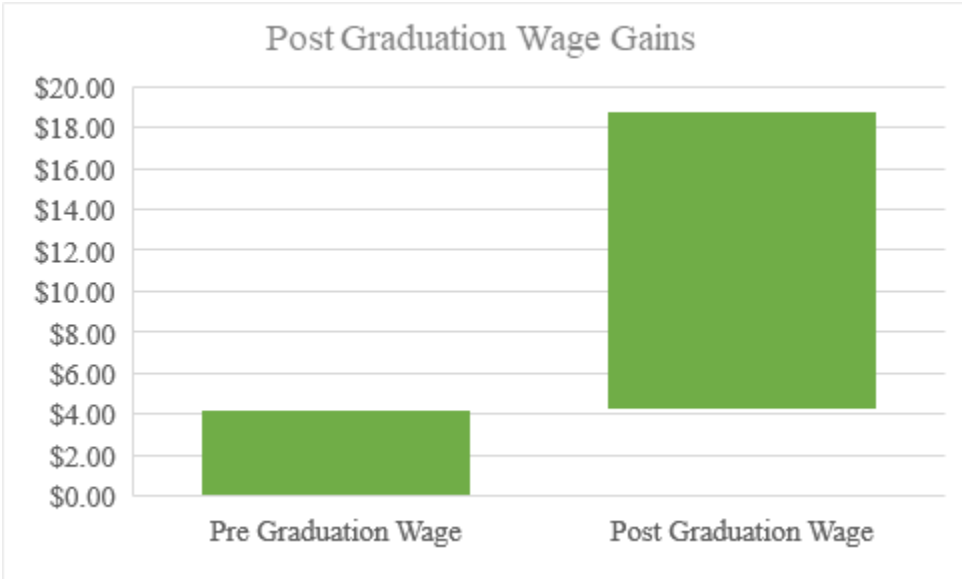
Employment/Wage Gain Data

At HCCS we have contacted over 300 high school/CTE graduates and asked them about their lives and careers after graduation. Below is a pie chart that represents the percentage of high school/CTE graduates who are employed and/or in college and those who are not:



Of the students contacted, 28% are attending community colleges, state colleges, or private colleges while 59% are employed. The remaining 13% were unemployed or not pursuing further education. This means that of the students surveyed, 87% of our graduates are either working or are in college. At HCCS we pride ourselves on turning tax takers into tax payers and helping student create legacies where there may not have been any before.

In addition to employment rates and higher education, we have also collected information on wages. Part of our mission is to build new legacies leading to self-sufficiency and generational change. One of the ways we do this is through wage gains. Below is a graph that compares our students' average wage when they enrolled at HCCS compared to the average wage of our high school graduates.



At HCCS our average graduate wage gain is $10.37 per hour post-graduation. When our students enrolled we documented their wages and then compared them to the wage they were earning after graduating from HCCS. This makes a direct impact on students' abilities to establish self-sufficiency. Our students' prior average wage was very low because many students had never worked or were relying on public assistance. Providing CTE training through the high school program enables students to earn livable wages upon high school completion. Some of our CTE programs, like Truck Driving, have a higher average wage upon completion due to the labor market for that specific occupation. The average wage for a truck driver upon completion of the program is $21.50.

Academic Support Services

Career Success

Our Career Success Center ("CSC") was created in the 2015–16 school year to review our students' resumes. Today we provide many services to our students in order to assist them with finding employment. We currently have four employees who work in our Career Success Center, including two Transition Specialists, a Student Engagement Liaison, and a Career Center Supervisor. The Career Success Center is located at our main campus on Grand Avenue and it's open from 8am to 3pm, Monday through Friday. In addition to our Career Success Center, our support staff organizes workshops and field trips. At our Career Success Center, we accept both walk-ins and appointments and we connect our students to the following services:

- Job fairs
- Job search
- Assistance with CalJOBS
- Application help
- Contacting employers
- Resume and CV writing
- Cover letter writing
- Interview practice and preparation
- Job postings
- On-site interviews and hiring
- Expungements
- Free Application for Federal Student Aid (FAFSA) support
- College campus tours
- One-on-one academic support

At HCCS our students have many goals, but all of them want to improve their lives. We support our students through academic and employment support. For our ex-offenders, we work alongside them to get their records expunged when possible. These services are available to our current ELD and high school students as well as our alumni because, At HCCS "it's never too late." At the beginning of the 2018–19 school year, we began tracking services provided at the Career Success Center, and so far this year, we have seen 191 students in the Center as well in workshops. Here is a breakdown of students using our services:



In July 2018, we began tracking our students' logins to our Career Success Center and workshops. So far this year, the majority of our students visiting the Career Success Center have needed help with their resumes or CVs, at 54%. Resource assistance was the next most common service with 18% of students needing help with resources. Resource assistance refers to resource outsourcing. When students need access to a service that we do not provide, we offer a referral to a partner or an organization equipped to assist our students. Around 14% of our students required general knowledge or support; students often have questions about the types of services offered at our Career Success Center. Next, 10% of our students needed help with housing services while only 4% needed support with expungements.

Expungements

Our expungement process begins at the Career Success Center. Our Career Success Center has employees who are experienced in the expungement process. We have forms and contact information to begin the process. Our staff collaborates with our students to ensure that all of the steps are followed. We will even attend court with our students. We have had many students go through the process and clear their record of DUI's, narcotic offenses, property offenses, and many other criminal cases.

ELD Navigators

At HCCS we have amazing programs and opportunities for our students, and we want to ensure that every student understands all of the services that we provide. With the 24 campuses we currently have and students who speak over 39 languages, there have been some barriers to clear communication. In October 2018 we extended our counseling services to include ELD Navigators. Our Navigators serve a critical role by communicating with our ELD students and providing academic and career support. This program was developed to ensure that all of our students at HCCS have access to all of the community resources, school activities, and support that they need. Our Navigators speak English, Farsi/Dari, Spanish, Russian, Armenian, and Pashto, and they travel to all of our campuses to present our school's services and programs. Since we've implemented this program, our Navigators have presented in 13 classrooms at eight of our sites. Following their site presentations, our ELD Navigators work one-on-one with our ELD students (in our students' native languages) to address their individual needs.

Library Services

We started our library in September 2016 to provide books to our students. We started the library by taking book donations from various resources throughout Sacramento. When we first started our library, we only had 100 books. Our vision was to have a library conveniently located at our main campus where students of all reading levels could borrow books. Today, we have over 1500 book titles logged into our library system using Book Retriever. We have approximately 15 teachers and 130 students regularly utilizing our library resources. Additionally, we provide access to our books through our Mobile Library, a repurposed RV, which delivers both clothes and books to our off-site locations. We currently have 50 books in the Mobile Library, and more than 300 books are being stored for future off-site delivery. Through the mobile library service we hope to significantly increase the number of teachers and students using our library services.

Reading Services

At HCCS most of our students enroll into our high school program at a remedial reading level and need to improve their reading and literacy skills in order to complete their diploma. Through CASAS reading assessments and teacher recommendations, we realized that our students desperately needed academic support in this area. In the 2015–16 academic school year we implemented two supplemental reading classes for our high school students: Reading Skills I and Reading Skills II. These classes introduce the Systematic Instruction and Phoneme Awareness, Phonics, and Site Words (SIPPS). SIPPS is a foundational reading program that builds reading skills and improves reading comprehension. It is designed for students who struggle with decoding. This program is used as a tool for intervention and assists teachers in helping remedial readers at the K-12 reading level. This class is treated as an elective class and lasts for six weeks. Students could earn up to five credits over the duration of the course. After six weeks of the class, the majority of students showed gains in confidence and in reading level. Students also showed improvements on the Slosson Oral Reading Test. Some students remained in the reading skills class to finish their five credits, and others moved on to complete academic credits. Some students who needed more reading improvement continued in reading skills, moving on to part II.

Then in the 2017–18 school year, we re-evaluated our high school reading program. We realized that we had many high school students struggling in their classes as a result of their reading level, so we decided to expand our remedial reading services. The idea was that if students could improve their reading comprehension, then our other academic high school classes would become more accessible to them. We hired a Reading Specialist in order to help tackle this task. The Reading Specialist travels to our high school sites and works with both individuals and groups who need remedial reading support. Our Reading Specialist has also created a curriculum to combat low literacy. It is focused on: decoding, fluency, spelling, and reading comprehension. We hope that by providing additional academic support to our remedial high school readers, they will have one more tool to succeed and achieve their goals.

Student Support Services

Positive Direction

Positive Direction is a student group that meets weekly at lunch. During this student group, lunch is provided to our students at no cost to them. The primary purpose of this group is to provide our students with strategies for managing stress. This is also a place where we provide tools to our students to help them overcome barriers. It is a confidential place where all of our students are welcome. In addition to managing stress, weekly discussions focus on improving interpersonal communication skills and nurturing healthy relationships with friends and family. Other topics of discussion include time management skills, study skills, and active listening. Finally, the group also addresses personal issues our students may have, such as coping skills for dealing with anxiety, depression, and past trauma. At HCCS we know that our students have overcome many challenging obstacles before enrolling, and we want to ensure that we are supporting the whole student.

Homeless Services

One of the obstacles that many of our students face is homelessness. While only a small percentage of our students live in shelters, in cars, or on the street, many of them are in transitional or short-term housing, staying with friends or family, or sleeping on couches. To address this need, we created a Homeless Services program as part of our student support services. Through our Homeless Services program, we serve our homeless student population though prevention, early intervention, and emergency support. We coordinate and collaborate with other agencies to connect our students with emergency, short-term housing (such as shelters) and long-term housing solutions. We work in conjunction with Sac Steps Forward to find housing placements and to meet the needs of our homeless students. We believe that by helping our students secure safe housing they can focus on meeting their educational and career goals.

Clothing Closet

One of the services we are very proud of is our Clothing Closet. We began working to open our Clothing Closet in March 2017 to provide our students with free, gently used, professional interview wear for our students with job interviews. In April 2017, we had our grand opening. When we started, we had open hours every morning, at lunch, and an hour in the afternoon. To get things started, our staff and teachers went through their closets and donated everything they could part with. One of our high school students volunteered to wash, dry, hang, and organize all of the donations. Upon her graduation, that student was hired at HCCS and continued to work in that capacity. Although the primary goal was to collect work attire, we accepted every type of clothing, even children's clothes. As the closet grew, we began receiving requests from students for additional products such as diapers and toilet paper. Although our primary goal is to provide clothes, we will take any student request. We frequently receive notifications from our students about household items, strollers, and furniture that our students need. Our students at Grand Avenue were very happy with the service, but due to the limited transportation and mobility of our off-site students, they were unable to access our Clothing Closet. Therefore, in September 2017, we purchased an RV to mobilize our closet and provide access to our students at our off-site locations. Since we started the Clothing Closet, we have served approximately 1800 of our students at 11 of our locations. For many of our students, their inability to purchase professional clothes was a barrier to employment and to ultimately achieving their goals. This is one way we are able to meet some of our students' immediate needs and support them while they actively take steps to improve their lives.

District Attorney's Office: Rights and Responsibilities

In March 2018, we began partnering with the Sacramento County District Attorney's Office, Sacramento County Sheriff's Office, Sacramento Police Department, County Code Enforcement, and the Sacramento City Attorney's Office to provide Civics 101, Rights and Responsibilities to our ELD students. Most of our ELD students are immigrants and refugees who are new to the United States. The class provides an overview of essential laws and practices that protect immigrants in the United States and covers the following topics:

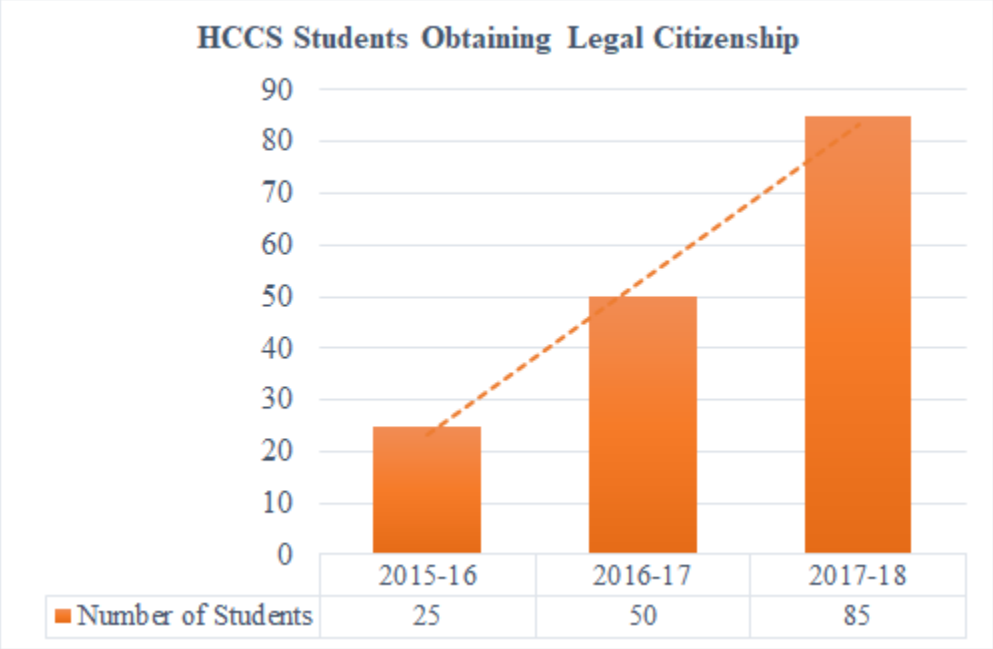
- The First Amendment and the right to assemble peacefully
- The Fourth Amendment and the right to privacy from government intrusion
- The Fifth Amendment and due process
- The criminal justice system in the United States
- Renters' rights and legal actions
- Police and community partnerships
- How to interact with a police officer
- Laws in the United States
- Traffic laws, traffic stops, and citations
- Reporting crimes and emergencies
- When to call 9-1-1 and how to report a non-emergency

- Educational systems, compulsory attendance for K-12 students, and truancy
- Using public transportation (busses and trains)
- Neighborhood watch and community safety

Last year this class was taught in English and translated into six languages. The class will begin again in November 2018 and will be taught through April 2019. We expect 1580 of our ELD students to complete the class in the 2018–19 school year.

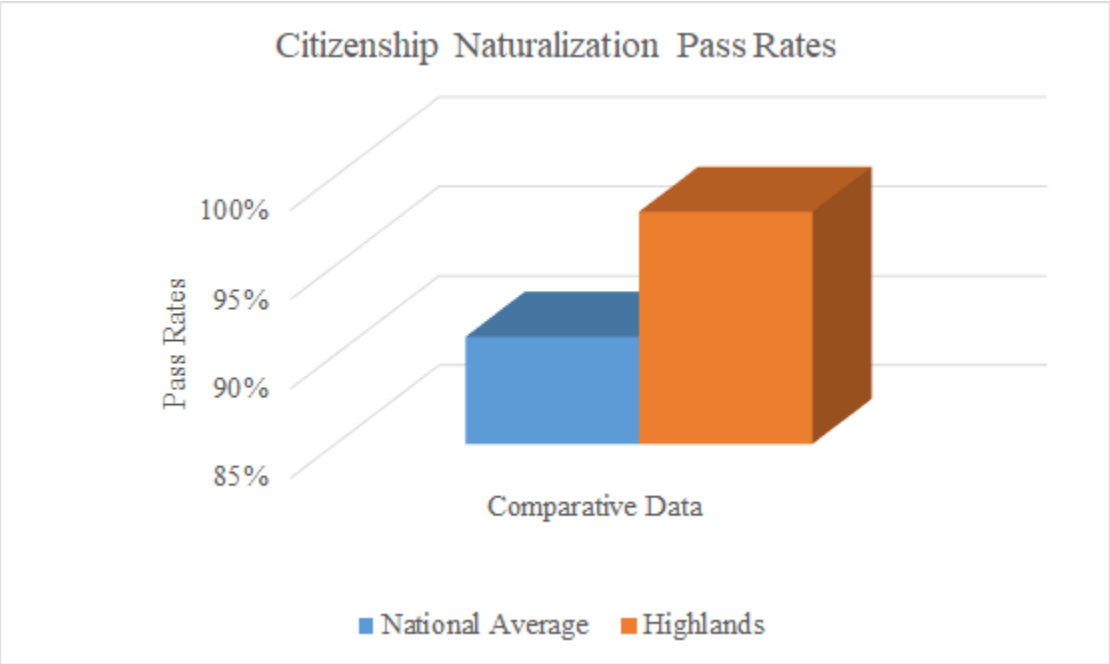
Citizenship

Since 2015, we have served more than 400 students in our Citizenship Preparation classes: 387 of them in the last three years and the 25 who are currently enrolled. In this class, our foreign-born students study and learn how to complete the N-400 application for naturalization and prepare for the United States naturalization interview. Since the interview has two components, Civics and English, the course covers the requirements for both. In Civics, our students learn the principles of American democracy and American government, and their rights and responsibilities as citizens. Our students practice reading, writing, and speaking in English while they role-play and prepare for the interview. Throughout the class, students also have access to legal advising through our community partner, Opening Doors. Below is a graph that shows the number of students who completed the citizenship class and became naturalized, obtaining legal US citizenship through our classes:



Since we started offering citizenship classes through our ELD program, the classes have grown each year. We have had over 400 students enrolled in our classes, but not every student completes the application or has the interview immediately following the course. Above is the data for our students who completed the process immediately following the class. In 2015–16 which was our first year offering the class, we had 25 students become legal citizens. That number doubled to 50 in the 2016–17 school year. Then in the 2017–18 school year, we had 85 students become naturalized legal citizens. For the 2018–19 school year, so far we have had six students become legal citizens. Since we started, that is a total of 166 HCCS students who have become legal citizens through the support of our classes.

At HCCS we are not only proud of the number of students who have become citizens, but we are also very proud of our students' pass rates. The national average is 91% and at HCCS our pass rate is 98%, seven points higher than the national average. With the success of this program, we have decided to expand it for the 2018–19 school year with additional teachers teaching the course and at more of our off-site locations.



Field Trips

At HCCS our teachers, students, and staff value getting authentic community experiences and actualizing their classroom knowledge in real-life situations. This is reflected in our Local Control Accountability Plan ("LCAP") data and budget. Every year, teachers take our students on engaging and educational trips outside of their traditional learning environments. Past field trips have included:

- Sacramento's State Capitol
- Sacramento Public Libraries
- A tour at Raley Field
- Sacramento River Cats baseball game
- Sacramento City College information sessions
- Resume workshops
- A 4th of July fireworks display in Old Town Sacramento
- The Crocker Art Museum
- Sutter's Fort and the State Indian Museum
- Career fairs
- The Sacramento History Museum
- Lighthouse Charter School
- Mission North Park
- A parenting class hosted by UC Davis' MIND Institute

Hundreds of our students have benefited from these field trips, and they have greatly contributed to our students' learning, cultural awareness, and community involvement and participation. Below you can see a previous ELD Conversation Club at the State Capitol:

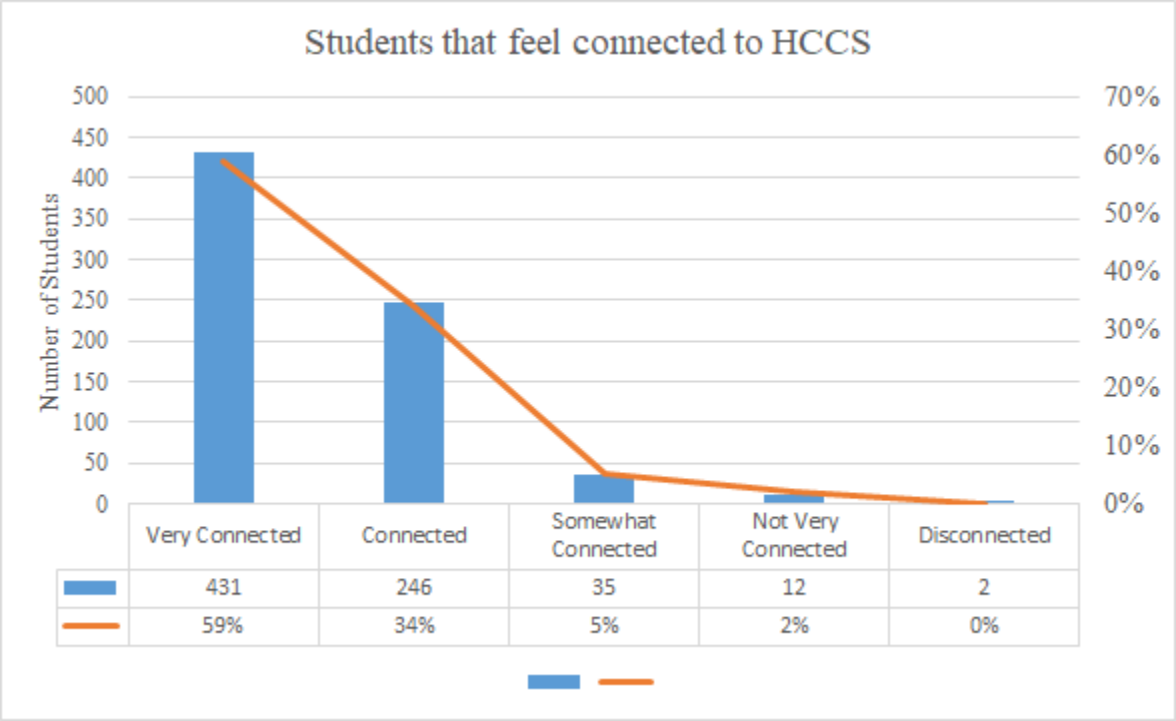


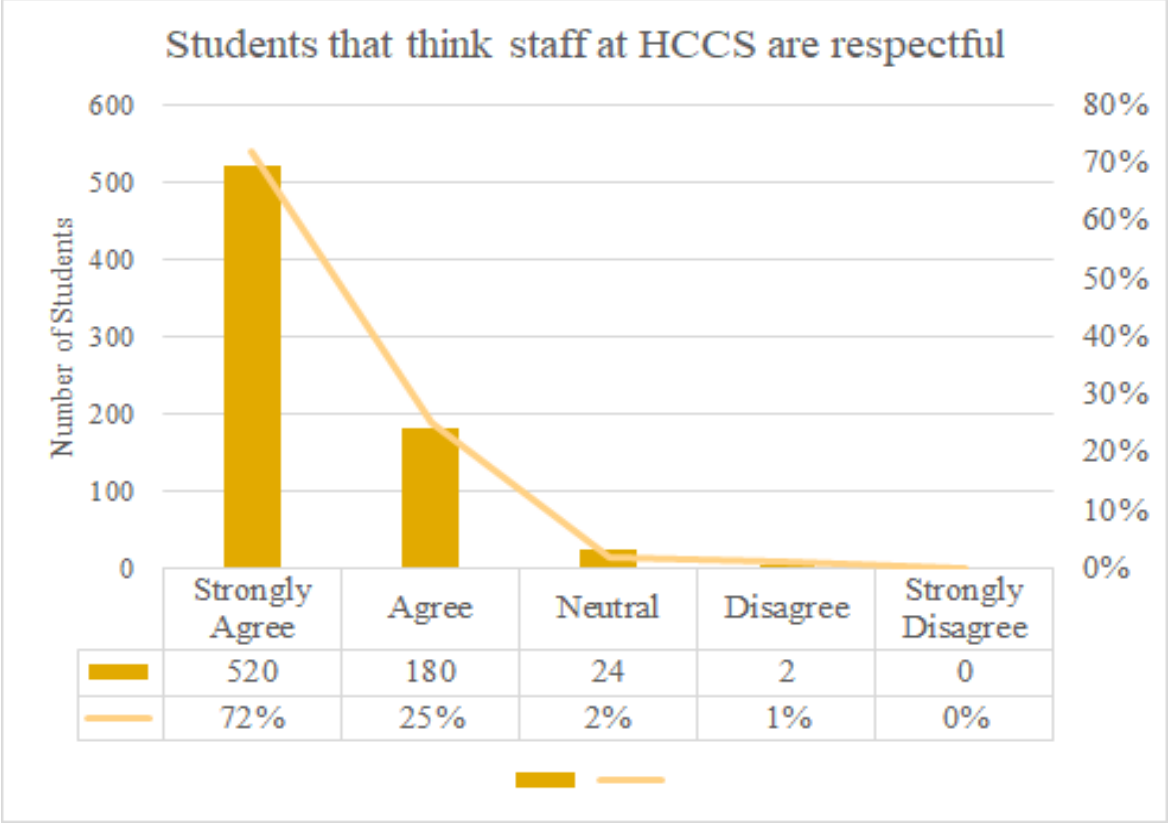
Student and Staff Satisfaction Surveys

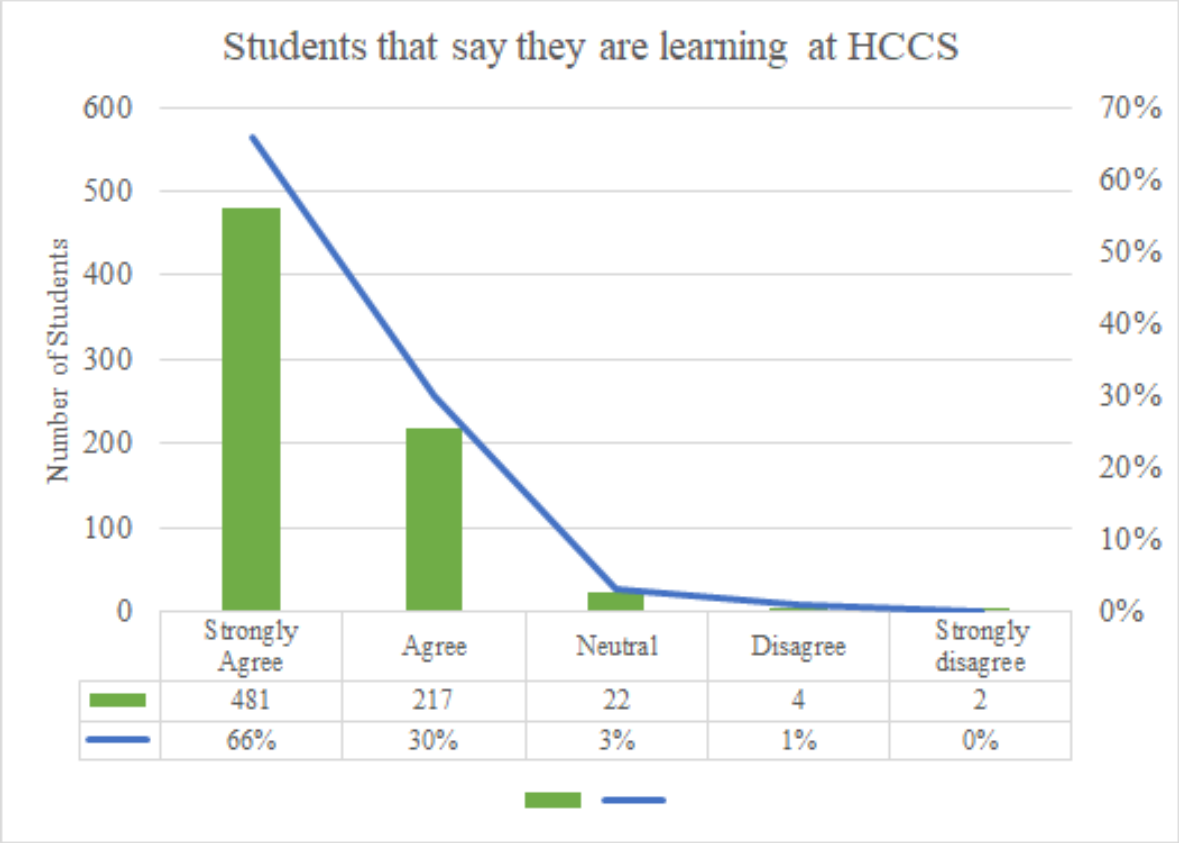
At HCCS we want to ensure that we are meeting the needs of both our students and staff. In order to understand what we are doing well and where we need to improve, we utilize student and staff satisfaction surveys.

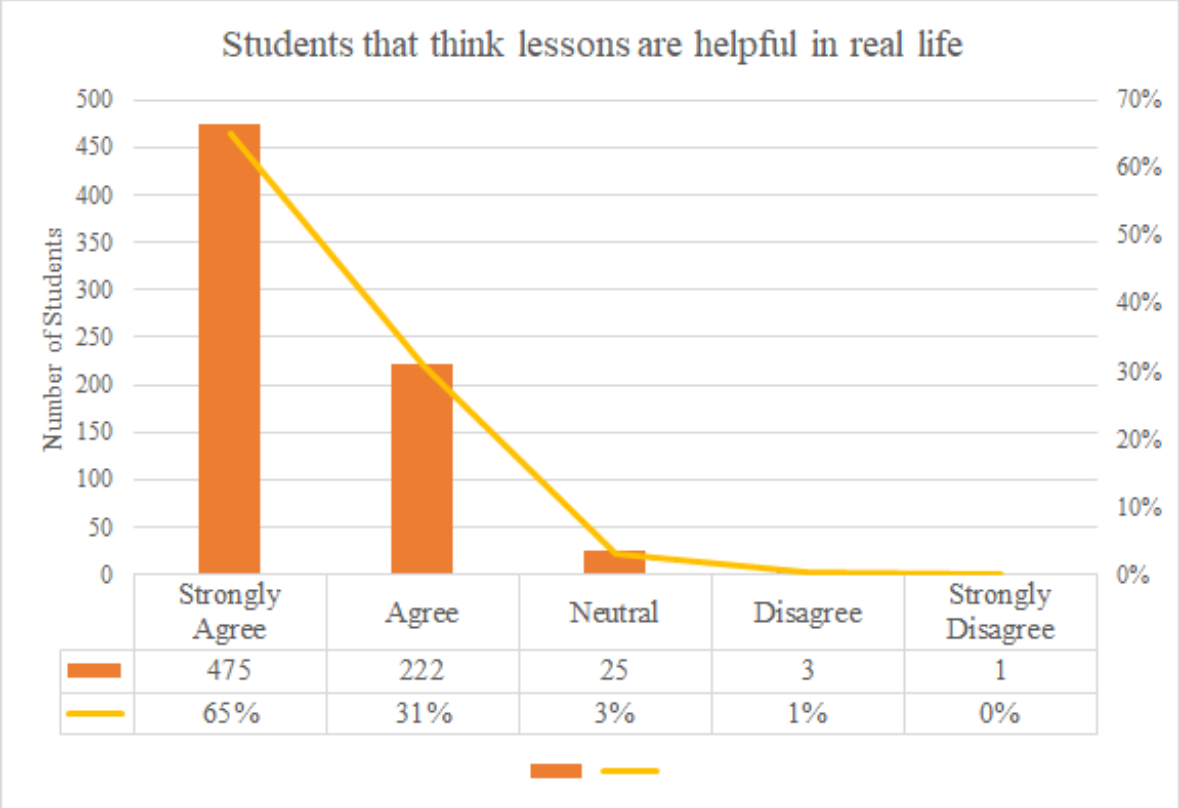
Student Satisfaction

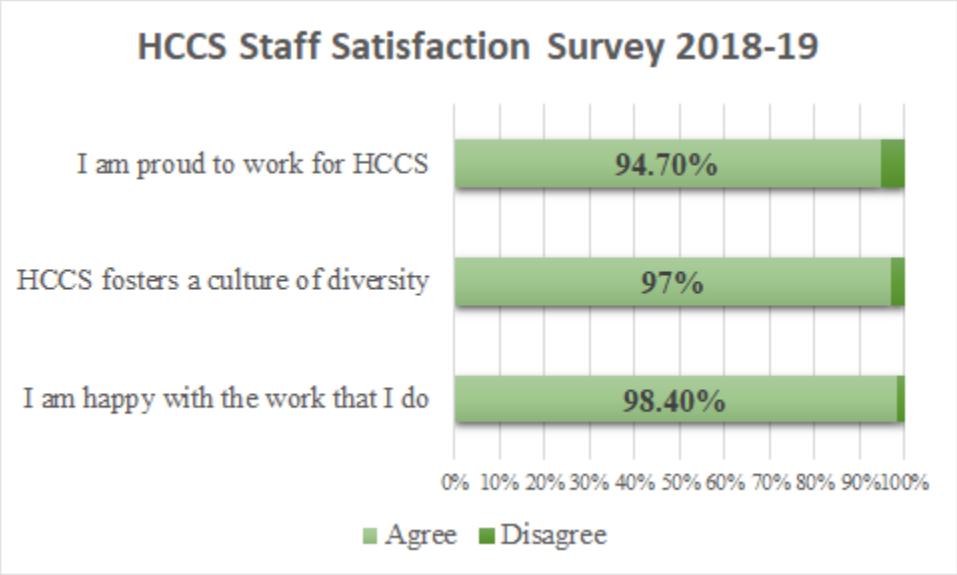
Every year as part of our LCAP we conduct student satisfaction surveys to measure connectedness, student learning, how students view staff, courses, and course materials. The following student satisfaction data is from the 2017–18 LCAP. Of our students, 726 responded in the student satisfaction survey, and the following graphs represent student feedback.


Students that feel connected to HCCS
Number of Students
500
450
400
350
300
250
200
150
100
50
0
70%
60%
50%
40%
30%
20%
10%
0%
Very Connected
Connected
Somewhat Connected
Not Very Connected
Disconnected
431
246
35
12
2
59%
34%
5%
2%
0%


Students that think staff at HCCS are respectful
Number of Students
600
500
400
300
200
100
0
80%
70%
60%
50%
40%
30%
20%
10%
0%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
520
180
24
2
0
72%
25%
2%
1%
0%


Students that say they are learning at HCCS
Number of Students
600
500
400
300
200
100
0
70%
60%
50%
40%
30%
20%
10%
0%
Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
481
217
22
4
2
66%
30%
3%
1%
0%


Students that think lessons are helpful in real life
Number of Students
500
450
400
350
300
250
200
150
100
50
0
70%
60%
50%
40%
30%
20%
10%
0%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
475
222
25
3
1
65%
31%
3%
1%
0%



Staff Satisfaction

During the 2018–19 Staff Satisfaction Survey, 130 of our 154 staff were surveyed. The results reflected are the opinions of the 84% of our staff who participated. Of our staff who participated, 98.4% said that they either strongly agree or agree that they are happy with the work that they do while 97% of our staff agreed that we foster a culture of diversity and 94.7% said that they are proud to work for HCCS. Areas where we need to improve are related to technology. Of our staff surveyed, 66.2% said that technology issues are addressed in a timely manner, and 67% agreed that our Information Technology Department was open to employee ideas and suggestions. These surveys are essential to understanding our staffs' needs, and we look forward to improving our school and our staff experience and improving our Information Technology Department.

Challenges

We started HCCS in 2014 in response to the unmet educational needs of adults in our community. On our first day of classes, we started with 7 students and one site, and today we have 2,050 students enrolled and a total of 24 sites. We have grown very quickly, legitimizing how important we are in the communities that we serve. At HCCS we do our best to respond to the needs of our community. We have worked to adapt to the changing needs of our students as our student demographic has shifted from primarily serving ex-offenders in high school to serving immigrants and refugees in English Language Development/Citizenship and high school/CTE. Although we have many points of pride, primarily the success of our students, we recognize that as a school, we have areas where we need to improve.

At HCCS we have faced some obstacles in consistently implementing CASAS pre-tests and post-tests for some of our students at our satellite locations. We have experienced significant growth each year, and we have opened many new sites, which has created the need for a significant level of additional test proctors, computer technology, and internet access to maintain testing consistently. CASAS testing is a standard practice for most schools serving adults in California, it is mandated by WIOA that CASAS assessments are reported for adult participants, and it is one of our standard assessments; therefore, it is imperative that we improve our CASAS assessment practices. At HCCS we have made a significant organizational commitment to improving our testing practices schoolwide. We have increased the number of administrative staff, proctors, and teachers who are CASAS trained, and over the last two school years, we have hired five additional proctors as well as a Lead Proctor. All of our clerical administrative staff are currently CASAS certified. We are currently implementing a new CASAS testing schedule to ensure that

new students are tested each week at our satellite sites as part of their enrollment process and our proctor's CASAS schedule is going to ensure every site is retested every six to eight weeks.

At HCCS we are accountable to the California Department of Education to ensure that our students meet the state's standards. In 2013, the Local Control Funding Formula (LCFF) was adopted by California to ensure accountability using the California School Dashboard. The traditional standards were intended for traditional schools and in many ways fail to understand the needs of alternative students. As a result, California Department of Education recognized alternative accountability measures for alternative schools. In March 2015, we adopted the Alternative Schools Accountability Model (ASAM) and we complied with their requirements. Then the Dashboard Alternative School Status (DASS) replaced the previous ASAM model, and since the beginning of the 2017–18 school year, we have been accountable to the California Department of Education and adhered to the indicators set forth by DASS.

1.3: HCCS Target Student Population

At HCCS our school's target student population is adults who are 22 years and older without a US high school diploma. We specifically serve adults who have been unserved by the traditional educational system in the United States. This includes students who have been unable to complete high school such as young parents and ex-offenders. It also includes English Language Learners such as immigrants and refugees. Our demographic data shows that we have students from 71 countries. The ten most represented countries at HCCS are Afghanistan, Mexico, United States, Ukraine, Russia, China, Vietnam, Syria, Moldova, and El Salvador. Women make up 65% of our student population At HCCS and men make up the remaining 35%.

We have two programs: high school and English Language Development. Career Technical Education (CTE) is part of our high school program and Citizenship is part of ELD program. Our ELD students are classified as elementary education students and are placed into either first or second grade. Our lower level ELD students are categorized as first graders while our higher level ELD students are considered second graders. All of our high school and CTE students are enrolled into grade 12.

Interests
Our students come to HCCS because they want a better life; they want to learn or improve their English; they want to continue their education; or they want a job. At HCCS our students have varied interests and goals. Some of them want to complete our English Language Development program to participate in our community and help their children with homework, while some of our ELD students want to improve their English enough to complete our program and then go to high school and on to college. For our high school students, their interests vary as well. Some of them want to graduate high school and a CTE program. For others, they want to finish high school and then move on to college or a career path. No matter their ultimate goals, all of our students come to HCCS because they want a better life for themselves and their families, and it is our pleasure to support them.

Backgrounds
At HCCS our student population is diverse and so are our students' backgrounds and stories. However, there are some similarities that our students share. Over 90% of our students qualify as socioeconomically disadvantaged.

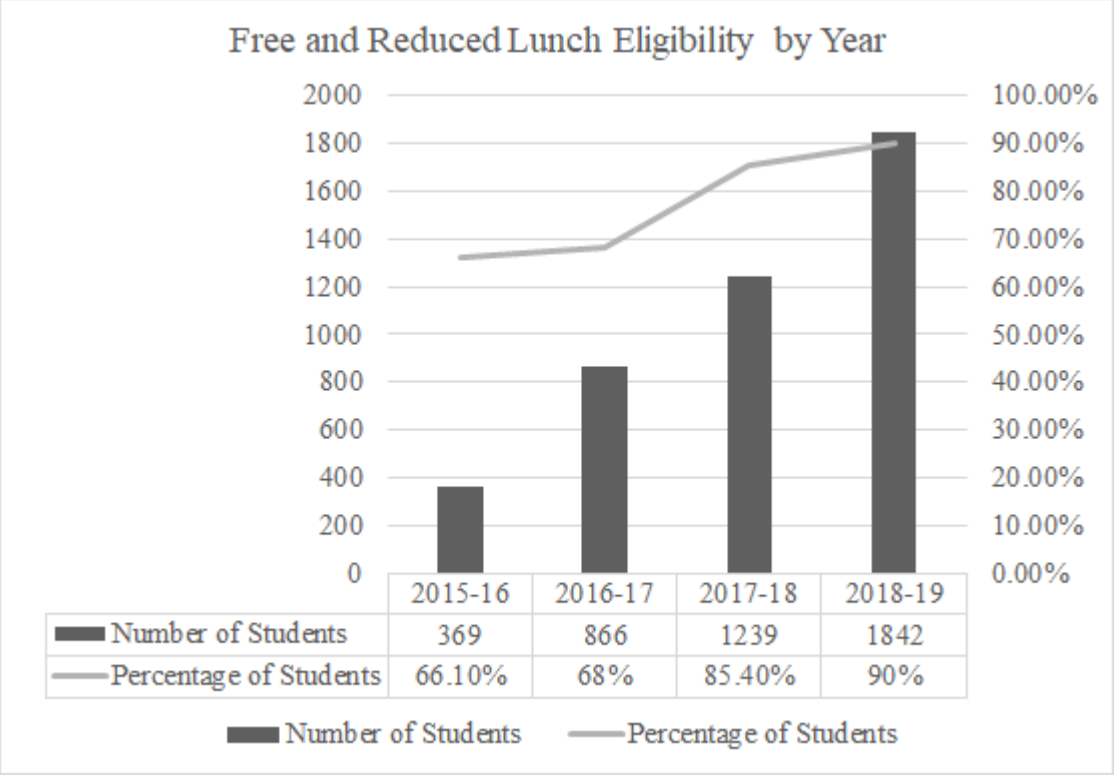
Our refugee students are primarily from Afghanistan, Syria, and Iraq. Men from Afghanistan tend to have a stronger educational and employment background than women and have higher literacy rates. Men also tend to score higher on our initial assessments in reading, writing, speaking, and listening. Many of the men from Afghanistan were engineers who worked with the US Army and were granted a Special Immigrant

Visa because their lives were in danger after working with Americans. This also results in Afghan men having higher fluency in English than women, on average. The majority of women from Afghanistan were stay-at-home mothers, even those who graduated from a university. Most of the women from Afghanistan completed some primary education; although, many are illiterate in their first language, and some had never attended school before coming to HCCS. This is especially true for the women from the rural Southwestern regions of Afghanistan where Pashto is spoken.

Our high school and CTE students come primarily from two groups. Most of them are from the United States with the majority of that group being native to California. These students have a variety of backgrounds from race and ethnicity to academic and behavioral backgrounds. The other main group of high school students are students who come directly from our ELD program. Our students who have attended high schools in the United States had to leave school for many different reasons. Some had to leave to work and contribute to their families at home. Others were suspended or expelled and asked not to return. There were others that left because they found school too difficult or boring. Our ELD students who come to the high school and CTE programs often have different reasons for completing a high school or CTE program. Many of them already have at least a high school diploma from their home country, but they need a United States high school diploma to develop their lives and careers or further their education. There are some ELD students who have very little education from their home countries as well. These students take ELD classes and blossom into students who believe they are capable, and they move on to high school/CTE.

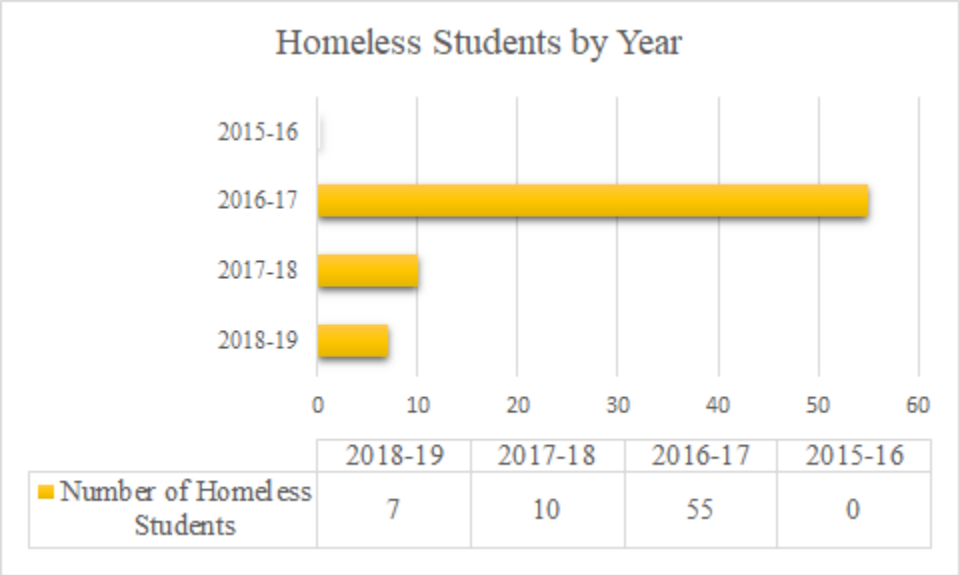
Student Challenges

Our student population is unique and our students face many challenges. The majority of our students are socioeconomically disadvantaged and lack access to reliable transportation, computer technology, and childcare. Below is a graph that shows our students who are eligible for free or reduced lunch:



Our free and reduced lunch eligibility has been tracked in CALPADS over the last four school years and shows that since we first started tracking in the 2015–16 school year, our socioeconomically disadvantaged population has grown both numerically and by percentage of our population. In 2015–16 it is documented that we had 369 students who qualified for free and reduced lunch. Then in the 2016–17 school year, the number increased to 866. In the 2017–18 school year, that number increased by 473 to 1329. In 2015–16, 66% of our students qualified for free and reduced lunch, and we currently have 1842 of 2050 or 90% of our student population qualifying. This data indicates that each year we are serving more students who require access to services.

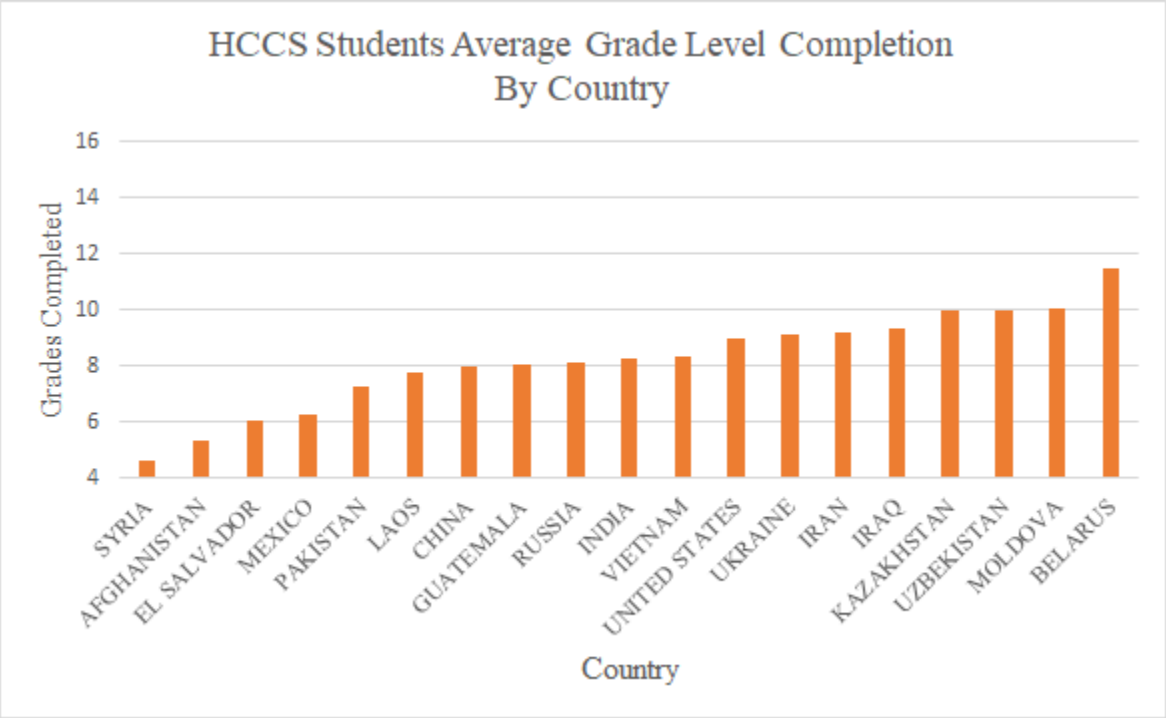
Many of our students have struggled with addiction, homelessness, and the social-emotional impacts of those and many other challenges. Some of our students are ex-offenders. Our students who have been incarcerated face a great deal of adversity re-entering school and trying to find employment and often lack the educational skills they need to succeed in an academic setting. These students are often deficient in academic skills and require remedial courses. Below is a graph that shows the number of homeless students at HCCS:



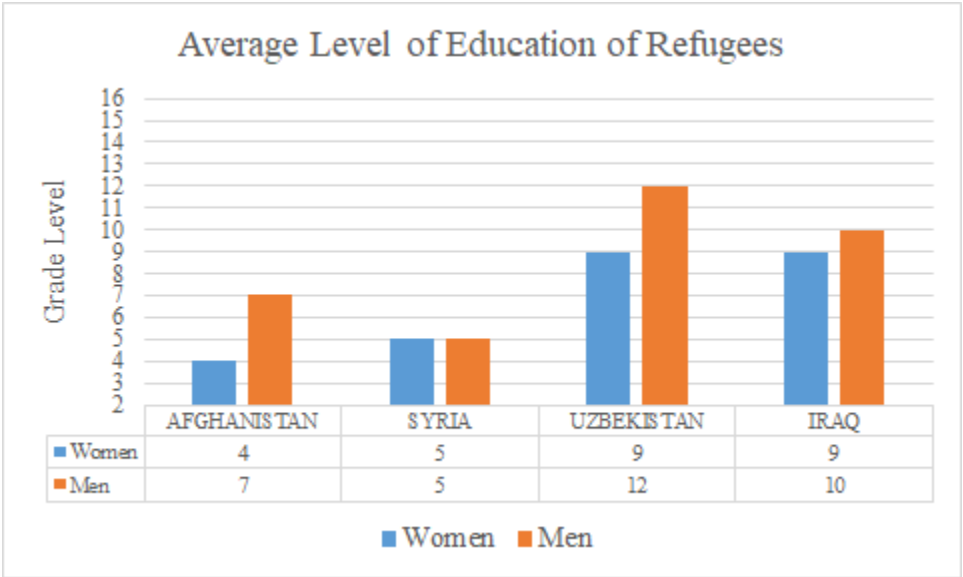
Because of the social stigma associated with homelessness, it is often underreported by students. There is also the critical issue of defining it. For our reporting purposes, we consider a student to be homeless if they are living on the streets, in shelters or cars, or in a temporary living situation without a fixed address. Many of our students who are temporarily staying with friends or family until they can “get on their feet” do not report that they are homeless.

Many of our students also lack access to many basic items such as food, clothing, diapers, books, and school supplies. Our students are also very busy and have a limited amount of free time. Our students are often adults with families, and many of them are employed while juggling several responsibilities.

Our refugee population also faces many challenges. Many of these students come to the United States with very low English fluency, some of whom lack literacy in their first language. Below is a graph that shows our students’ average level of education by country:



All of our students come to us with a different level of education, but this is the average level of education of our students by country. It includes students in both our ELD and our high school programs. Our refugee students from Syria and Afghanistan tend to have the lowest level of education on average while our students from Kazakhstan, Uzbekistan, Moldova, and Belarus have the highest average level of education. It is also important to consider that these are averages. Many of our immigrant and refugee students have no formal education, yet some are college graduates. Below is a graph that shows our students' level of education by country and gender for our refugee populations:



At HCCS the majority of our students are English learners. In fact, of the 2,052 enrolled, 1767 qualify as English Learners. Of those students, we have more students from Afghanistan than any other country, and the majority are women. As depicted in the graph, women from Afghanistan come to us with very little formal education. This change in our demographic has led us to increase the number of ELD literacy courses and beginning ELD courses to meet the needs of our students. Both men and women from Syria have very little formal education with an average grade level completed being five years. For our students from Afghanistan and Syria, it is imperative that we provide them with literacy tools because many of these students lack literacy in their native language. Our students from Uzbekistan and Iraq tend to have higher levels of education on average. In Uzbekistan women have an average of 9 years, while men have an average of 12 years. In Iraq women also have an average of 9 years and men have an average of 10.

These students not only struggle with language fluency, but also adapting to the new customs, culture, and meeting their basic needs. The majority of our refugee students depend on the Department of Human Assistance for financial support while they transition from being unemployed to being employed. Many of them also have very large families and struggle to find childcare.

In response to our students' needs and the challenges they face, we provide the following services:

- Free bus passes to our students for each day of attendance
- Access to computers and computer labs
- Free play care for potty-trained, non-school-aged children at Grand Avenue, Maple/St. Rose, Holy Cross and coming soon to Capitol Christian (children must be potty-trained and be up-to-date on immunizations)
- A clothing closet at Grand Avenue and a mobile clothing closet that provides free, gently used clothing to our students
- A small food pantry where students can get free shelf-stable food
- A Homeless Services Program who connecting students to community resources
- A library at Grand Avenue where students can get books
- Counselors who assist students with both academic and personal advising
- Free basic school supplies for all of our students
- A Career Success Center where students can get help with resumes and applications
- Literacy support and remedial reading classes
- ELD Navigators who help our ELD students transition into high school and CTE
- Citizenship classes
- Supplemental services to our students through our community partnerships and external CTE programs such as Asher College and Cosmos Beauty Academy
- Student support groups

Exclusive Partnerships

One way that we meet the needs of our students is through community partnerships. We have exclusive partnerships with Greater Sacramento Urban League (GSUL), Opening Doors, Asian Resources, Inc. (ARI), and Bach Viet. Our partners work to improve educational and employment opportunities in underserved urban communities to enhance the workforce and the local economy. At HCCS we provide instruction to students exclusively in partnership at no cost to our partners or our students. Our partners notify students about opportunities to participate in our program and provide students with details of the terms required for participation. Through these partnerships, we are able to reach more students and have a larger community impact.

Workforce Innovation and Opportunity Act

In 2014, the US Department of Labor signed the Workforce Innovation and Opportunity Act (WIOA) into law, formerly known as the Workforce Investment Act (WIA). It is designed to help job seekers gain access

to education, training, and employment and to ultimately help unemployed and underemployed youth, dislocated workers, and workers with disabilities to successfully find jobs. At HCCS we applied for a WIOA grant and received one for the 2017–18 school year and for the 2018–19 school year. We have used this $360,000 grant to fund positions such as the Reading Specialist and test proctors to assist our students in literacy and testing. It provides us additional funding for technology. Last year, we purchased 330 laptops, laptop carts, and computers. This year, we plan to purchase 650 computers. Through our exclusive partnerships and funding, we are able to support our students where they truly need it most: through reading support, assessment, and access to technology.

HCCS complies with Ed. Code 47605.1(g) which requires our charter school provides instruction exclusively in partnership with the federal Workforce Investment Act of 1998 (29 U.S.C. Sec. 2810 et seq.), now known as WIOA. All students may only be admitted under the terms of an exclusive partnership agreement. These partnership agreements have a requirement that students must not qualify for WIOA youth services, which inherently limits students to 22 years of age or older that we may collect apportionment funding.

Under Education Code 47605.1(g), other than being required to have sites in California, there are no other jurisdictional boundaries for campuses of Highlands Community Charter School due to our WIOA exclusive partnership requirement.

1.4: Five-Year Enrollment Rollout Plan

	Enrollment Rollout Plan					
		2019–2020	**2020–2021**	**2021–2022**	**2022–2023**	**2023–2024**
ELD	**1**	1481	1721	1981	2282	2643
	2	112	130	150	172	199
High School	**12**	258	299	344	396	458
	Total	**1850**	**2150**	**2475**	**2850**	**3300**

Goals and Philosophy

1.5: Alignment of Educational Program with Vision/Mission with Student Population

Motto: It's never too late!

Vision: Our vision is to eradicate educational inequality.

Mission: We are a diverse community for social justice, serving the unserved, providing access to education, technology, communication, and employment for 21st century achievers. Through community partnerships, we will build new legacies leading to self-sufficiency and generational change.

Schoolwide Learner Outcomes:

1. Students will demonstrate measurable achievements each term through assessment.
2. Students will make progress toward their career goals.
3. Students will use technology to communicate for personal and academic use.

Our motto is "It's never too late" because at HCCS it isn't too late for our students to achieve their goals. It isn't too late for them to learn English, get a high school diploma, complete one of our career technical education programs, or to start a career. Our students are adults who do not have a US high school diploma and are 22 years old and older. Our students come to us from all over the world and for many of them HCCS is the first school they have ever attended. We support and encourage them that no matter what their educational background is or where they are from, it isn't too late for them to build a better life and future for themselves and their families through our English Language Development and high school/CTE programs.

At HCCS our vision is to eradicate educational inequality. We believe that education is a human right, and we recognize that there is inequality in systems of education not only in our community but also in our country and around the world. There are many factors that contribute to educational inequality. Among them are country of origin, social class, family history and values, and gender. Our students are primarily from economically disadvantaged countries, communities, and families. Our vision is to end inequality for the people who need it the most: those without access to English, good teachers, classes, programs, schools, and technology. We understand the need for equity in education, and we are passionate about our vision and creating equal access.

Our mission states that we are a diverse community for social justice, serving the unserved, providing access to education, technology, communication, and employment for 21st century achievers. Through community partnerships, we will build new legacies leading to self-sufficiency and generational change. At HCCS we are truly a diverse community of staff, teachers, and administrators who are advocates for social change. Our student population is comprised of educationally unserved adult students 22 years old and older without a US high school diploma. Our students are non-native English speakers, immigrants, refugees, the socially and economically disadvantaged, students who have been unserved by the traditional educational system, marginalized groups, ex-offenders, and community members who have been displaced by traditional schools. Although we recognize that our students have many unmet needs, we concentrate our efforts on four critical areas: education, technology, communication, and career readiness. At HCCS we have developed excellent relationships with our community members and other community organizations. Currently, we have 18 community partners who work diligently alongside us to support our students. We believe that by providing access to education and employment, our students are empowered with the resources to become self-sufficient problem-solvers who can break generational cycles of poverty.

At HCCS we have three Schoolwide Learner Outcomes. Our first is that students will demonstrate measurable achievements each term through assessment. Our second is that students will make progress toward their career goals. Our third and final outcome is that students will use technology to communicate for personal and academic use. Many of our students enroll in our programs deficient in English, academic content, verbal and written communication, and technological skills. We are driven to ensure our students make progress in their academic subject areas, employment and career goals, and in their levels of technological ability.

We believe by offering educational programs for adults who are 22 years old and older and do not have a US high school diploma, we are working towards eliminating educational inequality. The programs and classes we offer are in response to the needs of our students and the needs of our community. We are

passionate about equity in education and issues surrounding social justice, and we have an important role to play in rectifying an equitable educational community. At HCCS we believe in our students; we believe in our community; and we believe that "it's never too late."

1.6: Characteristics of an Educated Person in the 21st Century

HCCS holds that an educated person in the 21st century is well-rounded, literate, and balanced in knowledge of core subjects, communication, career readiness, and the use of technology. HCCS students are able to use their intellects to their fullest capacity. Our students become empathetic, collaborative members of the community and are motivated to set and achieve personal, academic, and/or career goals. We develop students who demonstrate proactive empathy towards others through respectful and productive communication. Our teachers guide students to view themselves as global citizens who are empowered and responsible for making positive changes in the world and within the immediate environment. Accordingly, the educated person in California in the 21st century is literate in English and possesses the ability to communicate and function competitively and productively in the workforce and higher education classroom.

Our students seek understanding and peace within a multi-age, multicultural classroom and appreciate and protect the rights of others to do likewise. We proudly participate in helping our students develop personal habits leading to a healthy lifestyle that includes balancing academics, leisure, work, family, and community. Students who have had few opportunities with technology learn how to utilize technology as a tool to succeed within our community.

Our students are SCHOLARS and are proficient in English, Math, Science, and Social Studies/History. As members of the California community, our students communicate effectively and contribute to the world around them. Our students are ready to tackle the challenges and rigor of the college classroom and in many ways are better prepared to share, accept, and challenge new ideas.

Our students are HEALTHY PHYSICAL BEINGS and are knowledgeable of and practice good nutrition, safety, and a healthy lifestyle. We watch them develop habits of physical discipline and health management in ways that provide pleasure, stress release, and fitness.

Our students are COMMUNITY MEMBERS and are able to collaborate with others, cooperate on projects, and manage and resolve conflicts through the communicative tools learned in our classrooms. Our students are motivated and ready to provide meaningful service to others and make significant contributions with developed talents. We proudly send our students into the workforce confident that they will succeed because of the communication, collaboration, and competency they have developed.

Our students are CITIZENS OF THE WORLD and understand the basis of our constitutional democracy and the rights and responsibilities of all, and stay informed on important political, social, and environmental issues. We integrate our very diverse student population within our classrooms and campuses to help develop citizens who are informed regarding other political, social, and cultural systems and who seek to understand and co-exist peacefully.

Our students are MEMBERS OF AN INCREASINGLY TECHNICAL AND INFORMATION-BASED WORLD and, as such, are competent and comfortable using a wide variety of technology as an integral part of life and are open to embracing new alternatives as they become available.

1.7: How Learning Best Occurs

Student learning best occurs at HCCS when our students are successfully connected to the materials and curriculum. Through repetition and exploration, our students explore various concepts and ideas through materials that are designed to promote self-confidence and independence. Students are encouraged to manage and track their own progress by self-checking their work. Tapping into prior knowledge, our students' learning is enriched by the repeated use of materials and reinforcement of familiar content. Teachers blend learning modalities as students learn about Math and Consumer Economics, Life Science, Civics and Consumer Resources, Health and Independent Living, Technology and Computer Literacy, etc. Learning best occurs when our students engage in research and high-level thinking activities. Further, learning is made available as ideas are presented, shared, discussed, and evaluated. Appealing to the whole individual, we place a strong emphasis on creating aesthetically-pleasing classroom environments where students feel safe and secure. Building trust and confidence is another piece that helps connect our students to the materials and curriculum. When our students are offered a safe environment where they can be challenged and successful, they are able to reach their full potentials.

HCCS believes that learning best occurs when:

- students are actively engaged in meaningful tasks,
- a connection is made between what students learn and the real world in which they live,
- individual plans and support is an intrinsic part of the educational program,
- students have some choice in the structure of their own projects and plans,
- work is accomplished individually and as members of a group,
- activities are integrated and meaningful,
- work is developmentally appropriate, leads to success, and is progressively complex,
- meaning is constructed from experiences,
- students are encouraged and expected to learn,
- coaches, mentors, family members, and advocates support the learners,
- students are encouraged to help others learn and to learn from others, and
- students are educated year round.

HCCS is committed to the goal of developing self-motivated, competent, life-long learners. Our curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra- and interpersonal awareness and community involvement.

We incorporate several instructional strategies and learning theories into our teaching practices that are best suited for adults. We recognize that adults have unique learning needs and abilities and we work to engage and challenge our students at every level. Differentiated instruction, content-based instruction, and theme-based instruction ensure that our adult students at different ability levels are engaged. This is important at HCCS because our classes are multi-level. We also use student-centered instructional techniques to ensure that learning objectives are aligned not only to curriculum objectives but also to our students' needs. One key component in student-centered instruction is building on prior knowledge and understanding our students' backgrounds, strengths, and weaknesses. At HCCS our students have very different backgrounds with a variety of skills. It is important that we understand our students' backgrounds, skills, and abilities to help them achieve their goals. We also use project-based learning, a dynamic student-centered approach that engages students to explore real world problems through active learning in long-term, theme-based projects. We engage our students with real and complex problems because our students have real and complex problems. It is imperative that we develop problem-solving and critical thinking skills in our students to ensure that their best learning occurs.

1.8: HCCS Annual Goals and Actions

LCFF STATE PRIORITIES	
GOAL #1	
A reputation in the community for providing quality academic, English language development, and career education to adults who lack a U.S. high school diploma	Related State Priorities: 1 2 3 4 5 6 7 8 Local Priorities: 1 2

Specific Annual Actions to Achieve Goal

1. Under the guidance of our Executive Director, HCCS expanded current and new partnerships with Commations unity Based organizations: Asian Resources Inc., Council on American Islamic Relations California, Russian Baptist Church of Bryte, Sacramento Area League of Associated Muslims and the California Black Chamber of Commerce Foundation.
2. HCCS has partnered with various advertising and media outlets such as Afisha Media Group, Jay King, Russian American Media, The Crescent, KSFM, and Ukraine Relief, to reach more potential students. A Back to School open house was held in Fall 2017 to provide resources and information about HCCS and community partners.
3. New student orientation is held weekly at the main campus and some off sites. All new students receive an "It's Never Too Late" t-shirt upon enrollment to promote school unity and pride. Students also receive supplemental supplies in their classroom such as supplies for project-based learning.

Expected Annual Measurable Outcomes

Outcome #1: Collaborating with community-based organizations has allowed us to reach students who are in need of quality educational programs. HCCS' ADA is 1250 and has earned an alumni rating of an "A" from former students and graduates' survey.

Metric/Method for Measuring: Average alumni and student rating

Applicable Student Groups	Baseline	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
All Students schoolwide	1245 students "A" rating	"A" rating	"A" rating	"A" rating	"A" rating	"A" rating

GOAL #2

Provide a great student experience in solving barriers to education such as ability to attend

Related State Priorities:

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8

Local Priorities:

☐ 1
☐ 2

Specific Annual Actions to Achieve Goal

1. HCCS provides daily bus passes to our students at each of our 23 sites throughout the greater Sacramento region.
2. HCCS has designated a certificated teacher to work part time to coordinate homeless services and housing resources for our student populations.
3. HCCS has placed water dispensers at all of our school sites so students may access filtered hot and cold water throughout the day. Nutritional boxed lunches were provided at numerous sites to our students at no cost throughout the school year.
4. HCCS offers site-based learning with some additional field trips which were paid for from base funds.
5. HCCS partnered with Mental Health California to provide "Mental Health First Aid" training to staff and students. One staff member is attending the California Consortium of Addiction Programs and Professionals (CCAPP) Academy to become a substance abuse specialist and provide support to students. Four school counselors also provide day-to-day mental health support.

Expected Annual Measurable Outcomes

Outcome #1: HCCS presently provides play care, free bus passes, employment services, mental health resources, housing resources, and clothing closets. Our goal for attendance was 64%, and we are on track to approach 75%.

Metric/Method for Measuring: Average daily attendance (increase by approximately 3% annually)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students schoolwide	67%	67%	70%	73%	75%	78%

GOAL #3	
Support students and alumni to meet their educational and employment goals	Related State Priorities: 1 2 3 4 5 6 7 8 Local Priorities: 1 2

Specific Annual Actions to Achieve Goal
1. HCCS invested in 21 paraeducators to support all high-needs students. Four full-time and three part-time paraeducators who assist in seven classrooms were added this year. 2. Two Transition Specialists provide comprehensive career coaching services to current students and alumni. Two college transfer fairs with Sacramento City College were held to assist students with their transition to college and navigating financial aid. Four school counselors also work with students on setting goals, career exploration, and other career and college counseling services. 3. Students are recognized for perfect attendance on a weekly basis to promote students persistence. A student rally was held in the spring at the Grand Avenue campus to recognize student achievement. 4. A peer mentor provides follow-up services for our alumni students and provides resources and assistance with transitioning out of high school and into colleges and careers. 5. HCCS provides assistance with exams for California Department of Education Credentialing, Cosmetology, CPR certification for students, Department of Motor Vehicles and Department of Transportation Physical Examination fees for Truck Driving Career Technical Education participants.
Expected Annual Measurable Outcomes
Outcome #1: HCCS has supported student and alumni achievement by investing in additional paraeducators in classrooms and enhanced technology resources. These investments along with other proven investments have allowed our students to exceed our schoolwide GPA goal of 2.77 to 2.44. HCCS is on course to meet our high school graduation goal of 40%. We exceeded our goal of 60% for non-exempt alumni gaining and maintaining employment with 59%. And 19% of our alumni are enrolled in college or post-secondary education which exceeds our goal of 10%.

Metric/Method for Measuring: Number of students with either clear goals, GPA, graduation rates, alumni employment and college enrollment rates

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students schoolwide	99% of students identified a goal GPA 3.56 HS graduation rate [40%] Alumni employment [59 %] College enrollment rate [19%]	95% 3.56 40% 59% 19%	95% 3.56 43% 62% 20%	95% 3.56 45% 65% 23%	95% 3.56 50% 65% 25%	95% 3.56 55% 65% 25%

GOAL #4

Students will become productive members of society.

Related State Priorities:

1
2
3
4
5
6
7
8

Local Priorities:

1
2

Specific Annual Actions to Achieve Goal

1. Students traveled off site to a Winter Festival with their children. They were exposed to different cultures and volunteered with their children and other students' children. Students also received a financial literacy course on-site through Sierra Central Credit Union.
2. Student Leadership meetings are held monthly, and these students are tasked with fundraising, budget advisory, and special events. ELAC and LCAP advisory meetings were held for stakeholder input and feedback.
3. New relationship with federal parole was developed, our Transition Specialists attend on a regular basis and provide services to ex-offenders. Two Transition Specialists also provide ongoing support for our ex-offender students.

Expected Annual Measurable Outcomes

Outcome #1: HCCS provides many activities for students to supplement their education by participating in leadership groups on campus. These include: Student Leadership Committee, Budget Committee, Event Planning Committee, English Language Advisory Committee, and the Community Advisory Council.

Metric/Method for Measuring: The percentage of long-term students participating in service learning, the total number of members of Student Advisory Committees, the suspension and expulsion rates (which will be reflected on its own in the 2019-2020 LCAP), and ex-offender known recidivism rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students schoolwide: (Service Learning, Advisory, Suspension, & Expulsion) Ex-offender Students (Recidivism rate)	29% of long-term students participating in service learning @ 1x/year 21 max student members of Student Advisory Committees Suspension rate 0% Expulsion rate 0% Recidivism rate N/A	30% 21 0% 0% N/A	30% 21 0% 0% N/A	30% 21 0% 0% N/A	35% 21 0% 0% N/A	35% 21 0% 0% N/A

GOAL #5	
Support parents in their support of America's next generation	Related State Priorities: 1 2 3 4 5 6 7 8

	Local Priorities: 1 2

Specific Annual Actions to Achieve Goal
1. No-cost childcare for students was expanded to one site with high school and elementary education. A part-time teacher was hired to provide education and development activities to preschool-aged children. 2. A teacher was hired to provide parent education part time to our elementary English language learners as well as to our high school students.
Expected Annual Measurable Outcomes
Outcome #1: Of the 79% of HCCS's students who have children, 67% are actively parenting. Our expansion of play care programs and summer camp activities provide a rich learning environment while allowing their parents to attend school. HCCS' partners with both Twin Rivers Unified School District and Family Hui program to provide supplemental parent education programs. **Metric/Method for Measuring**: The number of HCCS student/parents served and the number of TRUSD parents served

Applicable Student Groups	**Baseline**	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students schoolwide:	1552 HCCS's student/parents 1052 TRUSD student/parents (currently 67%)	45% Targeted	45% Targeted	45% Targeted	45% Targeted	50% Targeted

GOAL #6	
HCCS will actively support the economy of the community and California by assisting low-income students in obtaining livable-wage careers.	Related State Priorities: 1 2 3 4 5 6 7 8
	Local Priorities: 1 2

Specific Annual Actions to Achieve Goal
1. A teacher on special assignment along with some CTE teachers continued to work developing new courses, aligning our current Career Technical Education pathways and exploring new programs such as a Digital Media program via the Arts Media and Entertainment pathway. Exploration of a culinary and entrepreneurship program for students and how this might become a pathway. We continue to offer child care careers, entrepreneurship, cosmetology, Information Technology, office careers, and Truck Driving where students can earn a Class A License. 2. Equipment to expand and enhance our current CTE programs including supplies for Child Development and Truck Driving.

Expected Annual Measurable Outcomes
Outcome #1: HCCS is committed to student success and providing opportunities to obtain a livable-wage career. HCCS provides classes in child psychology and parent education. The CTE courses available consist of Truck Driving Class A License, Early Childhood Education Careers, Microsoft Suite Certification, A+ Information Technology, Medical Office Training, Cosmetology, Manicuring, Entrepreneurship, and Culinary Arts. **Metric/Method for Measuring**: CTE program participation and completion rates of long-term students

Applicable Student Groups	**Baseline**	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CTE Students	7% CTE participation rate 31% CTE completion rate	12% 36%	17% 41%	22% 46%	27% 51%	32% 56%

GOAL #7	
Support adult immigrants in becoming part of the United States of America by helping them learn English, citizenship, civics, and other relevant basic skills and knowledge.	Related State Priorities: 1 2 3 4 5 6 7 8
	Local Priorities: 1 2

Specific Annual Actions to Achieve Goal

1. HCCS has significantly increased our certificated ESL staff and elementary program through base fund expenditures. Supplementary classes such as conversation, computer literacy, and phonics are funded through supplemental and concentrated funds.
2. Our focus as a school has shifted towards transitioning students into our High School Completion program from our ELD program. We continue to provide HiSET instruction at our Maple campus. The instructor at Cosmo Beauty Academy provides instruction in Spanish in all academic subjects to individual students as required.
3. Three Bridge classes are taught to assist English Language Learners with the transition into our High School Completion program. We have 30 students who have been promoted this year. HCCS has also assisted 76 students in obtaining their United States citizenship through our Citizenship English Language Development courses.

Expected Annual Measurable Outcomes

Outcome #1: We exceeded our metrics in elementary English language development: 58% of our ELD learners have made significant learning gains on the Comprehensive Adult Student Assessment System (CASAS) reading assessment, exceeding our goal of 52%. Shifting significant resources and obtaining additional paraeducators has been highly effective.
Metric/Method for Measuring: The percentage of long-term English learners who make "significant progress" (expected 30pt gain annually) on the CASAS Reading, Listening, and Math assessments, HCCS Writing and Speaking assessments and ELD rubrics.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English language learners	52% of English learners made significant progress (max. 30 pt. gain) on assessments	52%	55%	55%	58%	60%

GOAL #8

HCCS will have excellent teachers.

Related State Priorities:

1
2
3
4
5
6
7
8

Local Priorities:

1
2

Specific Annual Actions to Achieve Goal

1. There are 38 teachers in the Designated Subjects credentialing program with the San Diego County Office of Education. Three teachers are also going through the Sacramento County Office of Education Teacher Induction Program. We currently support nine mentors for the Designated Subjects Program and two mentors for the Teacher Induction Program. A teacher on special assignment continues to coordinate and support the mentor teachers.
2. One Thursday per month, two hours are designated for professional development. A three-day professional development session is held twice per year. Staff are surveyed annually to address professional development needs that will be addressed at a professional development retreat. Lead teachers also design and implement professional development for their peers. Teachers attend various technology conferences.

Expected Annual Measurable Outcomes

Outcome #1: HCCS exceeded our goal on teacher credentialing because we recruit highly skilled teachers from the UC and CSU systems. They come to HCCS with master's degrees and a wealth of teaching experience but need their Designated Subjects Credential.

Metric/Method for Measuring: The number of teacher misassignments, the percentage of elementary and secondary teachers without a credential

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	The # of teacher misassignments is 0 The percentage of elementary and secondary teachers without a CTC credential is 19%	0 19%	0 15%	0 10%	0 10%	0 0%

GOAL #9

A safe school environment that is conducive to student learning.

Related State Priorities:

1
2
3
4
5
6
7
8

Local Priorities:

1
2

Specific Annual Actions to Achieve Goal

1. A Facilities Manager was hired to address our expansion and also update our existing facilities. Our Facilities Manager has coordinated repairs, painting, updates, moves, and implemented safety standards across our maintenance department.
2. Upon the recommendation of our authorizer, School Safety was reclassified as a base funding expanse. A Security Patrol Officer was hired at one site at the request of unduplicated students.

Expected Annual Measurable Outcomes

Outcome #1: Throughout our various locations, all staff have been trained in sexual harassment; many have received training in CPR and the Catapult Safety Systems in partnership with the TRUSD. Proposition 39 has provided funds to significantly improve exterior/interior lighting.

Metric/Method for Measuring: The overall School Accountability Report Card (SARC) facilities rating

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students schoolwide	The overall School Accountability Report Card (SARC) facilities rating of good with an average safety rating of 4.2	4.2	4.5	4.8	5	5

GOAL #10

Curriculum and instruction materials that support student success including appropriate technology

Related State Priorities:

1 ☒
2 ☒
3 ☐
4 ☐
5 ☐
6 ☐
7 ☐
8 ☐

Local Priorities:

1 ☐
2 ☐

Specific Annual Actions to Achieve Goal

1. A teacher on special assignment has worked with individual teachers and sites to promote instructional excellence, Common Core State Standard implementation, and content specific standards. The teacher on special assignment has developed resources to support instruction and promote student learning as well as supported teachers through coaching, modeling, and professional development. In addition, the teacher on special assignment has provided teachers support for students with 504 plans via professional development and technical assistance in the areas of curriculum, instruction, and compliance.
2. Supplemental and concentration funds were used to purchase 90 laptops, 4 charging stations, and 150 headphones for students. WIOA grant money was leveraged to purchase 195 additional laptops, 145 headsets, 100 computer mice, and 8 charging stations.
3. HCCS purchased English Language Development workbooks and Cambridge readers. *Keys to Algebra* was purchased to supplement high school algebra.
4. Science lab supplies were purchased for our science classrooms.

Expected Annual Measurable Outcomes

Outcome #1: A teacher on special assignment has worked with teachers and paraeducators to promote instructional excellence, Common Core standards implementation, and content specific support. The teacher on special assignment has developed resources to support instruction and promote student learning.

Metric/Method for Measuring: The percentage of curricula that is aligned with California State Standards and the percentage of students who have access to sufficient instructional materials. Student success is measured by "significant progress" on the CASAS Reading, Listening, and Math assessments, HCCS Writing and Speaking assessments, HS and ELD rubrics, course completion and level advancement, program completion, and graduation rates.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All students schoolwide	100% of curricula aligned with California State Standards	100%	100%	100%	100%	100%
	100% of students have access to materials	100%	100%	100%	100%	100%

1.9: How the Goals of the Program Enable Students to Become Self-Motivated, Competent and Lifelong Learners

At HCCS our goals are to enable students to become self-motivated, competent, and lifelong learners. By removing barriers to education, assisting our students in achieving their goals, and in helping our students to obtain livable-wage jobs, we inspire our students and provide the tools for them to be self-motivated. In order for our students to be competent, we support them with materials, resources, and quality instruction. We also support our students to be competent in technology by providing them with access to laptops, computers, and the basic computer skills necessary for the 21st century. For our students who are also parents, we provide free play care for their potty-trained, non-school-aged children. We want our students to be lifelong learners who are great parents, critical thinkers, and problem solvers who are productive and active members of society. To encourage our students in their lifelong learning, we integrate our immigrant population to be part of the United States and part of our community, to learn English, and to become civic-minded people engaged in local events. Additionally, we have provided valuable training such as CPR to

ensure lifelong safety. Our goals ensure that we are supporting our students in areas where they need it most by providing access to the tools and resources they need in order to reach their goals.

Instructional Design

1.10: Overall Curricular and Instructional Design Informed by Key Educational Theories and Research

HCCS Curriculum Standards

We are a very unique school in that while we serve adults, we are teaching content at many levels. Within our ELD and high school programs, we teach: reading, writing, speaking, listening, math, science, technology, health, civics, and social science, often integrating several subjects into a single lesson. In order to meet the California Common Core State Standards, ELD standards, and all of the adult education standards, our curriculum was developed and adapted in alignment with seven sets of standards:

- California Common Core State Standards (CCSS)
- California English Language Development Standards (CA ELD)
- California English-as-a-Second-Language Model Standards for Adult Education (CA ESL MSAD)
- Comprehensive Adult Student Assessment Systems (CASAS) content standards and competencies
- Workforce Innovation and Opportunity Act (WIOA)
- Western Association of Schools and Colleges
- National Reporting Systems (NRS) standards for English as a Second Language (ESL) Educational Functioning Level Descriptors

Our content and themes are based primarily on the California Common Core State Standards and the Comprehensive Adult Student Assessment System content standards and competencies. The remaining standards were integrated into the leveled objectives by program and subject. Our curriculum objectives are the foundation of our instruction. Our monthly themes are aligned with CASAS competencies and WIOA's English Language Civics themes and provide additional teaching and learning opportunities in high interest topics related to essential daily tasks and community engagement.

Curriculum Goals and Principles

At Highlands Community Charter School, we understand the importance of providing a curriculum of depth, breadth, and rigor, which is why we develop and adapt curriculum in alignment with the above standards.

We believe that our students are worthy of academic excellence, and we strive to ensure that they believe it as well. More than this, we know that in order to fully live our vision, mission, and motto, the curriculum we deliver to our diverse student population must additionally meet our own internal curricular goals and core curricular principles.

Our HCCS Curricula Goal

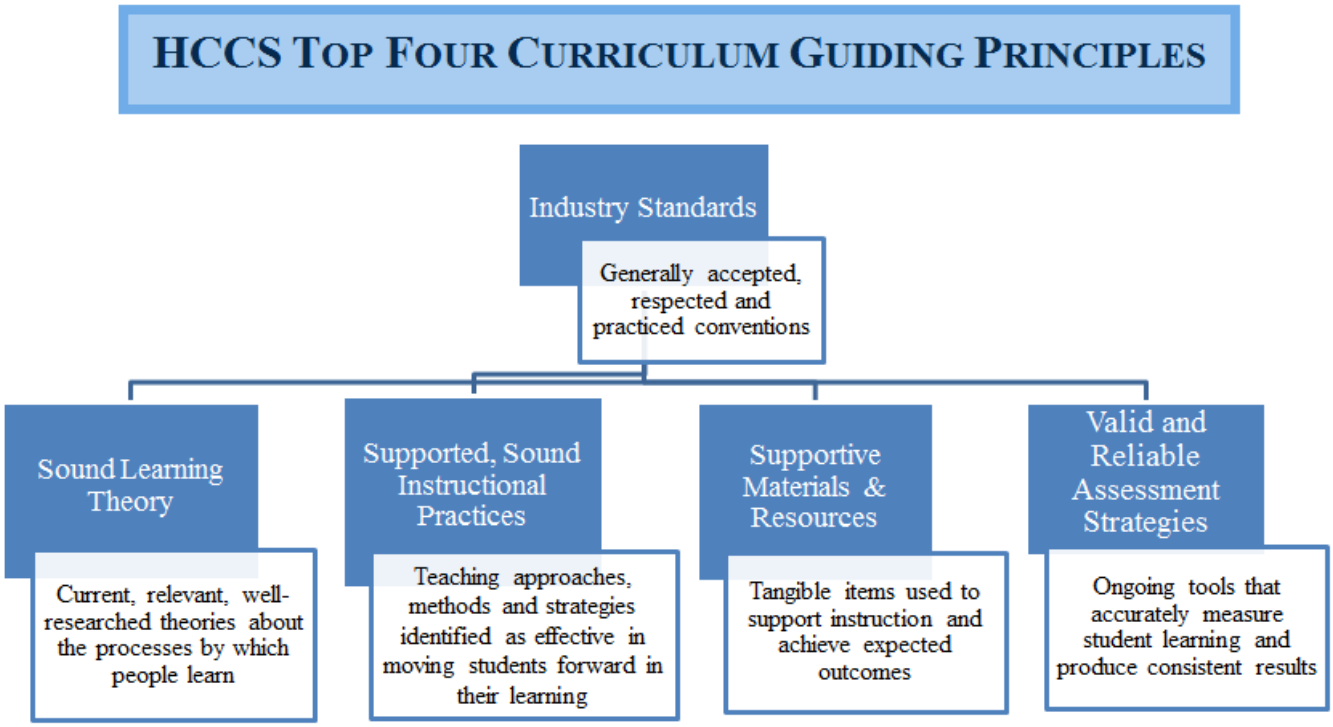
At HCCS it is our goal to develop and deliver a curriculum that is:

★ Concise, Balanced, and Accessible without Compromising the Integrity of the Curriculum.

Our Core Curricular Principles

1. Industry Standards: Generally accepted, respected, and practiced teaching conventions

2. Sound Learning Theory: Current, relevant, well–researched theories about the processes by which people learn
3. Supported Sound Instructional Practices: Teaching approaches, methods and strategies identified as effective in moving students forward in their learning
4. Supportive Materials and Resources: Tangible items used to support instruction and achieve expected outcomes
5. Valid and Reliable Assessment Strategies: Ongoing tools that accurately measure student learning and produce consistent results



The Educational Program

Our instructional division is made up of administrators, coordinators, specialists, a counseling team, a teaching team, an assessment team, and an academic support team.

Adult Education Learning Theories

At HCCS we rely on research and educational learning theories in designing our educational programs because we know that our adult students have different needs than students in traditional K-12 schools. In order to meet the diverse needs of our students, we consider adult learning theories, sociocultural theories, differentiated instruction, content-based instruction, theme-based instruction, and student-centered instruction.

According to Malcolm Knowles (1980), there are several key factors that separate children from adults in terms of motivation, experience, readiness, and problem-solving abilities. According to Ryan Tracey in his 2009 article *Adult Learning Principles? Sminciples!,* Malcolm Knowles' theories on adult learners state that, "Adult learners are self-directed, bring experience with them to the learning environment, are ready to learn, are problem-oriented, and are motivated to learn by internal factors." Patricia Cross (1981) characterizes adult learners by motivation, personal characteristics, life circumstances, and focuses on personality differences between adults and children. According to Cross, individual elements that impact

adult learners include physiological, sociocultural, and psychological factors. Along with personal elements, Cross emphasizes the impact of full-time versus part-time instruction and whether it's mandatory or voluntary. While Knowles asserts that adult learners are motivated by internal factors, Cross offers several sources of motivation for adult learners including social, external, social welfare, personal achievement, escape, and personal fulfillment. Cross also emphasizes that adults are usually voluntary learners. They are more likely than children to be insecure about their learning, and they usually want to solve their problems.

At HCCS we respect and appreciate that our students are adults and come to us with life experiences, employment, and educational histories. Every single student has unique skills and abilities. Our teachers and counselors get to know students and their backgrounds in order to understand not only their educational areas for growth but also their goals, motives, and their problems. We know that each student is overcoming a unique set of obstacles. By understanding our students as people, we can work with them to accommodate their learning styles and ultimately assist them in achieving their goals. While some of our students come to us with a great deal of confidence, others need a great deal of encouragement and support in their personal, academic, and career aspirations.

Sociocultural Theories

According to Sociocultural Theory (SCT), social interaction is the foundation of all learning (Walqui, 2008). Sociocultural perspectives in language acquisition emphasize real-word participation with authentic language and activities that occur in everyday life (Zuengler & Miller, 2006). Some of the primary assumptions of Sociocultural Theories are that learning occurs before development, that language is the primary tool for thought (Mitchell, Myles, & Marsden, 2013), that writing and speaking are connected (Lightbrown & Spada, 2012), that mediation is essential to learning (Walqui, 2008), and that concept-based instruction aids learning (Mitchell, Myles, & Marsden, 2013). The Zone of Proximal Development (ZPD) and Scaffolding are two very important concepts in Sociocultural Theory. The ZPD is the stage in which the learner can advance as a result of support (scaffolding) that's provided to them by an interlocutor (Lightbrown & Spada, 2012). Scaffolding is defined as, "a process of setting up" the situation to make the student's entry easy and successful and then gradually pulling back and handing the role to the student so that the student becomes independent enough to handle it (Walqui, 2008). For example, in traditional Sociocultural Theory meaningful interactions take place between an expert (teacher) and a novice (student), where the expert provides the learner with scaffolding during the learner's ZPD.

At HCCS we value meaningful, real world communication, interaction, participation, and authentic language, and we utilize it in our educational programs. We do this in our classrooms and in our community field trips. In our English Language Development program, we emphasize English conversation practice that takes place in real-life scenarios and situations such as at doctor's appointments and hospitals, grocery stores, schools and colleges, libraries, job interviews, the DMV, post office, etc. In our high school English program, our teachers use weekly themes to address real world issues. The problem based lessons are based on our students' needs and current events. These lessons are introduced and students' use role playing, presentations, internet research, and paragraph writing to demonstrate understanding. Our CTE programs strongly emphasize practical hands-on experiences and real-world learning. Truck driving, early childhood education, cosmetology, manicuring, and our computer technology programs all rely on real world practice and problem solving to engage our students.

Our teachers, students, and staff value field trips, and it is reflected in our LCAP data and budget. Many English Language Development, high school, CTE, and Citizenship teachers take our students on engaging and educational trips outside of their traditional learning environments. Past field trips include Sacramento's State Capitol, several Sacramento Public Libraries, Raley Field and a Sacramento River Cats baseball game, Sacramento City College Information sessions, resume workshops, a 4th of July fireworks display in Old Town Sacramento, Crocker Art Museum, Sutter's Fort and Indian Museum, The Sacramento

History Museum, Lighthouse Charter School, Mission North Park, a parenting class hosted by UC Davis' MIND Institute, multiple career fairs, and many others. Hundreds of our students have benefited from these field trips, and they have greatly contributed to our students' learning, cultural awareness, community involvement and participation. These field trips and experiences give our students opportunities to interact within our community and learn through meaningful real life experiences.

Differentiated Instruction

Differentiated instruction (also known as differentiated learning) is a teaching framework in which the teacher works to simultaneously address the diverse learning needs of all students in one class (Maloy, Verock-O'Loughlin, Edwards, & Woolf, 2013). It is commonly used in multi-level classrooms to meet the needs of students with special educational needs, English language learners, and with students who are advanced or in talented and gifted programs. It allows students the opportunity to learn through various avenues and each student has different expectations based on learning styles and abilities. According to the U.S. Department of Education's Literacy Information and Communication System (2012), the design is intended to engage students at a range of different levels with various learning styles and to make learning meaningful for students at every level. According to Carol Ann Tomlinson (2003), differences in student learning exists in four categories: readiness (prior knowledge), interest (curiosity), learning profile (formal or informal), and affect (self-regard). Before teachers can differentiate their lessons, it is imperative that teachers understand their students' levels, abilities, learning styles, interests, strengths, and challenges (Corley, 2005). Once they do, teachers can take a single concept or theme and facilitate learning at a variety of levels. Students can then demonstrate subject mastery in a variety of ways. Differentiated instruction takes many forms, and it requires the strategic use of groups and flexibility. Most of the teacher's work in differentiated instruction occurs before, not during class. The teacher selects a theme and then chooses learner outcomes. In differentiated instruction a teacher might allow students to select their method of assessment and delivery such as writing a paper, giving an oral presentation, making a website, writing a poem, making a storyboard, creating a PowerPoint Presentation or a Prezi, or making a short documentary.

At HCCS we have multi-level adult classes with students of varying abilities in our ELD, high school, CTE, and citizenship programs. Our students speak different languages and come from different countries. Some of our students come to us with advanced degrees from other countries where they were doctors and engineers, and others have had no prior education. In our high school program, some of our students come to us with almost enough credits to graduate, and other students come to our program without any. Every student comes to HCCS at a different level. Each student has their own learning style, interests, and abilities. We recognize the differences in our diverse student population and utilize differentiated instruction to ensure we meet the needs of all our students.

Content-Based Instruction (CBI)

In order to meet the depth, breadth, and rigor set forth in our ambitious schoolwide curriculum objectives that are written in alignment to the multiple sets of standards listed above, we implement content-based instruction practices in our classrooms. At HCCS we make every effort to ensure that students are given ample and meaningful access to content competencies as well as practice with the necessary skills to critically analyze content in which they are exposed. Employing content-based instruction strategies in our classroom is one way our teachers meet the rigorous requirements of our curriculum.

For our ELD learners who are developing foundational, language-domain skills like reading and writing, the role of context is fundamental to supporting their language and literacy development. Content-Based Instruction provides the context rich materials of our content curriculum for their skills development.

Perhaps the most important thing to note is the ever-widening gap in vocabulary that will forever impede the academic progress of ELD learners of all ages. Content-based instruction is one tool we use at Highlands

Community Charter School to help bridge the vocabulary gap of our non-native speakers and native non-literate readers alike.

Content-based instruction is founded on important principles, but its success depends on the details of its implementation.

Sound teaching practices that our teachers integrate into content-based instruction classrooms

1. Extended input, meaningful output, and feedback on language and grasp of content
2. Information gathering, processing, and reporting
3. Integrated skills
4. Task-based activities and project work, enhanced by cooperative learning principles
5. Strategy training
6. Visual support
7. Contextualized grammar instruction
8. Culminating synthesis activities

Methods we use to promote the acquisition of content (and language)

- We make sure that our learners consider input from a variety of sources representing diverse perspectives on related subject matter.
- We guide our students in revisiting input for different purposes.
- We ensure that our students have many opportunities to synthesize knowledge that originates from multiple sources.

Approaches we use for building curricular coherence

- We scrutinize the ways we define instructional units – themes are central ideas and topics are subunits of the theme.
- We use planned transitions across topics and across tasks within topics.
- We consider threads – links across themes in curriculum development.

Theme-based Instruction

At HCCS we select monthly, schoolwide themes for our ELD program. Our aim is to engage students at every level using that theme while teachers focus on level appropriate content.

Themes for the 2018–19 school year:

- July- Technology
- August- Goals
- September- Educational systems
- October- Employment
- November- Laws/ Government/ Immigrant Rights
- December- Consumer Economics
- January- Health
- February- Housing
- March- Transportation Systems
- April- Emergencies
- May- Food/ Nutrition
- June- Family/ Parenting/ Family Resources

Student-Centered Instruction

Student-centered instruction is teaching and lesson planning that focuses on students. As teachers, we must get to know our students, their backgrounds, what they know, how they learn, and their goals. Teachers can

then design lessons to build on student knowledge and focus on teaching topics that are relevant and meaningful to students. This is especially important in adult education where students are electing to continue their education. We demonstrate student-centered instruction by working with our students to choose topics and themes for each month.

Based on the five assumptions, Knowles also presents the four principles of Andragogy which HCCS also considers when designing curriculum and instruction for our students:

- Adults need to be involved in the planning and evaluation of their instruction
- Experience (including mistakes) proved the basis for learning activities
- Adults are most interested in learning subjects that have immediate relevance and impact to their jobs or personal lives
- Adult learning is problem-centered rather than content-oriented

Although adult learners are responsible for their own decisions, we believe that it is our responsibility to encourage and guide students to make the decisions that are best suited for them. We are confident that all students can learn and grow from our staff who are dedicated to student achievement and building relationships that will last a lifetime. Our ELD and high school programs are essential to the success of our adult learners. Our students have come back to school to change their lives, and we believe that it is our duty to ensure it happens.

1.11: HCCS Curriculum and Instruction

Innovative Curricular Components

Adult Literacy

At HCCS we believe it is imperative for our students to be able to read and write. Without reading and writing skills, they will not be able to achieve their academic or career goals. Many of our students enroll with us at a low reading and writing level. In response to this, we created programs for both our ELD and high school students. We hired a Lead Literacy Teacher and a Reading Specialist, and we created a Remedial Literacy course for our ELD students. This course is intended for students who are progressing in all of their subjects but need support with reading. For our high school students, we created two remedial reading classes. These classes focus on phonemic awareness, sounds, and pronunciation. When classroom teachers notice that a student is falling behind, they are referred to either a specialist or a remedial class. By providing additional literacy support for our students, we ensure that they are able to read and write.

Outcomes-Based Learning

At HCCS we have created extensive curriculum objectives aligned to California Common Core Standards, and we have implemented monthly themes that relate to CASAS competencies and English Language Civics Objectives supported by WIOA. These serve as the foundations of our curriculum. Within our themes, classes, levels, and objectives, we utilize outcomes-based learning. We begin our lessons with a desired outcome and then work with our students to develop the skills they need in order to meet the outcome. This is relevant at every level of instruction in both of our programs. In the ELD program, we focus on tasks such as reading a short book, writing a paragraph, having a short conversation, giving an informal presentation, or completing a job application. In our high school program, we focus on tasks such as reading a novel, writing an essay, having a debate, giving a formal presentation, and completing a college application. In CTE, students demonstrate their understanding based on their respective program. In Truck Driving, students practice safe truck-driving techniques they have learned. At Cosmo Beauty Academy, students demonstrate their learning through the applied practice of the cosmetic and manicuring techniques

they have learned. We believe that by ensuring our curriculum objectives are aligned to standards and by using outcomes based learning, all of our students are focused on the immediate learning goals. Our standards are high; the expectations are clear; and we support our students in reaching program and course objectives.

Proficiency Requirements

We believe that we get the best work out of our students when expectations are high. This is why, at HCCS, we ensure that our students are meeting our rigorous standards before they are promoted to the next level or before they pass a class. Although proficiency requirements are different for our ELD and high school programs, both require students to perform at a high level of mastery. In order for one of our ELD students to complete a level and move up to the next class, they must receive the highest grade available in the course. In our ELD courses, students are eligible to receive one of four grades for each subject: M, A, D, or E. The grade of M indicates that the student is meeting or exceeding the standards and objectives of the class for their level. Until our students have earned this grade, they remain in their class. In our high school program, students are graded on a traditional grading scale of A-F. In order for a student in high school to pass a class, they must earn a C or better. If they do not earn a C or better, the student must complete supplemental assignments to pass the course and earn credits toward graduation.

The grading criteria for our high school students includes successful completion of all coursework, papers, projects, presentations, and end-of-unit tests required in any given course. The grading criteria for ELD students includes CASAS reading and listening assessments as well as the successful completion of all coursework, papers, projects, presentations, tests and end-of-term exams which cover all skills taught. High school and ELD instructors will use rubrics aligned to standards found on the HCCS alignment matrices to guide their grading process of all coursework, papers, projects, presentations, end-of-unit/term exams and final course/level grades.

Student Success

Our students' success is very important to us, and one way we ensure their success is through our student support services. Through our student support services, we offer assistance with classwork, homework, resume writing, job search, job fairs, mock interviews, career advising, FAFSA support, college applications, college advising, housing services, homeless services, and expungements. Over the last year, we have grown and now offer field trips, student support groups, one-on-one college and career advising, and workshops geared toward college and career readiness. Our student success team contacts our high school and CTE graduates to find out whether they are employed or attending college, whether part-time or full-time, and their hourly wage. At HCCS we want all our students and our alumni to be successful.

Intervention and Enrichment

Attendance Policy

At HCCS we say that progress requires commitment and commitment requires attendance. We believe that attendance is crucial for our students' success. When our students are not present in class, we contact them either by email, text, or a phone call. We believe in holding our students accountable and supporting them when they need it. Our paraeducators, teachers, and counselors maintain communication with our students when students are absent. We want to ensure that if our students are having personal hardships, we are supporting them and providing them with every service we have available either at HCCS, at one of our partner organizations, or at an external location.

Homework Policy

At HCCS we believe that level and content appropriate homework improves students' understanding of classwork and improves academic performance. While homework is not required for most of our classes, we do assign up to two hours of optional daily homework for students who want or need supplemental

practice. According to our policy, homework is due the class after it was assigned. For example, homework given on Monday is due on Tuesday, and homework given on Friday is due on Monday. Homework is not given to students who are absent for that day. For example, a student who is absent on Tuesday will not be given homework for Tuesday. Students will not be able to get homework from their friend or teacher once the class is over. All homework should be completed by the student. Students can get help with their homework, but family and friends should not write or complete homework for them. All homework should be in the students' handwriting. Also, students can work together after class, but students should not copy each other. Each student should have their own answers. Cheating will result in no credit for homework for that day.

Independent Study

We believe it is important for our students to have the flexibility, study skills, motivation, and discipline to work and study independently. At HCCS we have two options for students interested in independent study: service-learning and field study.

Service Learning

Service learning is a one-day, independent study option where students volunteer in the community. Examples of appropriate service-learning opportunities include:

- Cleaning up a park or public place
- Working at a local school
- Volunteering at a local hospital
- Working at a local library
- Feeding the homeless
- Reading to children at after school program
- Helping at a cultural event in the community

Service learning is usually offered by teachers at HCCS when there is professional development or teacher training for all teachers. It is an opportunity for students to engage in the community. Students complete a form that includes their personal information and asks for a description of what they did for their service learning. They are also required to have someone verify the number of hours of participation.

Field Study

Field study is an independent study option where students can study for up to seven consecutive days at home and receive classroom credit. In field study, a teacher creates daily work assignments. These work assignments are similar in level and content to traditional coursework and should take approximately the same amount of time to complete as the daily class. If the normal class is one hour, then the teacher provides one hour of work. If the course is four hours, the teacher provides approximately four hours of work for the students to complete at home.

Field study is typically offered to students during times when they are unable to attend class. Common reasons for students to enroll in a field study include but are not limited to the following:

- They are observing an important cultural holiday or celebration.
- They are traveling.
- They have a family emergency.
- They have a medical condition.
- Their children are home from school and they don't have childcare.
- They do not have transportation for a set period of time.
- They have family visiting from overseas

In order for students to participate in field study, they must complete a master agreement and agree to complete the work in a set amount of time. After the field study period is complete, students must turn in the completed work to their teacher. At that time, the teacher checks for completion before giving credit.

Here at HCCS we have a diverse student population that comes to us from all over the world. They have religious holidays that are not recognized by the federal government. We recognize the value of their beliefs and traditions, and we support them by providing the opportunity for them to celebrate their culture with their families while still continuing their coursework. We also understand that our students have children, families, emergencies, and sometimes situations that do not make it possible them to attend class. While we firmly believe that attendance is crucial for their success, we believe that by providing our students with supplemental materials and work, they do not have to choose between learning and religion or learning and family.

Counseling Services

We are proud to have highly trained, compassionate counselors who support each and every student. Our counselors are able to provide assistance and information on many issues including:

- Family issues
- Personal issues
- Conflict management
- Career counseling
- Substance abuse and recovery
- Student support groups
- Homeless services
- Accessing government programs
- FAFSA
- Parenting and family resources

Our students face many challenges and have many barriers to completing their education and accomplishing their goals. At HCCS our counselors understand our students' needs and assist them by addressing barriers because we want our students to complete their classes and graduate. We believe that by meeting our students where they are, they are more likely to continue and complete their programs to graduate.

Curricular and Instructional Materials

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**

Reading/Language Arts

English Language Development- Reading

Book/Resource	Publisher	Adoption
Ventures 1 - 4	Cambridge	2014
Basic English Grammar	Pearson	2014
Grammar Form & Function	McGraw Hill	2014
Side by Side	Pearson Longman	2014
Heinle Picture Dictionary	Cengage	2014

High School:

Book/Resource	Publisher	Adoption
Edge Levels A - C	Hampton Brown	2014
English I – IV (Online)	FLVS	2014

Mathematics

High School Mathematics

Book/Resource	Publisher	Adoption
California Algebra (2008)	Glencoe	2014
Keys to Algebra	Key Curriculum Press	2014
CA Algebra Readiness (2008)	Glencoe	2014
Pre-Algebra (Online)	FLVS	2014
Algebra 1 (Online)	FLVS	2014
Geometry (Online)	FLVS	2014

Science

High School Science

Book/Resource	Publisher	Adoption
California Life Science	Holt	2014
Physical Science (Online)	FLVS	2014
Earth, Space Science (Online	FLVS	2014
Marine Science (Online)	FLVS	2014
Biology (Online)	FLVS	2014

History & Social Science

English Language Development- Citizenship

Book/Resource	Publisher	Adoption
Citizenship	New Readers Press	2014
Psychology, Principles & Practices	Holt	2014

High School- History & Social Science

Book/Resource	Publisher	Adoption
CA World History: The Modern World Era	Pearson	2014
World History (Online)	FLVS	2014
The American Vision: Modern Times	Glencoe	2014
CA Economics: Principles in Action	Pearson	2014
American Government (2007)	Macgruders	2014
American Government (Online)	FLVS	2014
American History (Online)	FLVS	2014
Economics: Principles in Action (Online)	FLVS	2014
Economics with Financial Literacy (Online)	FLVS	2014
Psychology, Principles & Practices	Holt	2014
Psychology (Online)	FLVS	2014

1.12: Comprehensive Course List

ELD Course Descriptions

Non-Literacy - Level 0

In this course students will learn the foundational principles of English and basic communication skills. This is a combined skills class where students will work on reading, writing, speaking, and listening. The content of this course is focused on daily living and prepares students for formal and informal social exchanges. Special emphasis is placed on building phonemic awareness, vocabulary building, and sharing personal information.

Literacy - Level 1
In this course students will further develop their reading and writing skills with a strong emphasis on sentence completion and accuracy. Students will delve deeper into grammatical structures of English and will continue to expand their use of verbs. The content of this course focuses on authentic language used in a variety of settings. This course prepares students to communicate during daily events and routine activities.

Beginning Low - Level 2
This course focuses on clear speaking and pronunciation using authentic language. In writing, students focus on spelling and mechanics and legibility while in reading they focus on sight words. Conversationally, the focus is on asking and answering "*Wh-*" questions and comprehending brief messages. During this course, students brainstorm ideas as well as plan and deliver brief oral presentations.

Beginning High - Level 3
In this course students will learn and use a growing number of verb forms, compare and contrast ideas, offer and negotiate meaning using evidence, paraphrase, comprehend morphological changes, and distinguish homophones.

Intermediate Low - Level 4
In this course students will use their reading, writing, and speaking skills to deliver oral presentations. There is a strong emphasis on complex sentences, exchanging ideas, and making connections between joint ideas. During this course, students will read and comprehend moderately complex passages and ideas with specialized vocabulary with the purpose of identifying the main idea. There is a special emphasis on writing well organized summaries.

Intermediate High - Level 5
In this course students will use complex sentence structure and grammar and incorporate supporting opinions into their productive tasks. There is a strong focus on increasingly complex multi-paragraph compositions and referential language as well as understanding detailed instructions. During this course, students are required to draw from personal experiences to infer meaning and to collaborate on projects. This course emphasizes the integration of word processing skills in written communication.

Advanced Low - Level 6
This course is designed to begin developing the foundational skills necessary for academic success in a mainstream high school and even college level class. It focuses on advanced reading and writing strategies and implements technological and research skills. Through thematic readings, students engage in critical evaluations of texts. Special emphasis is placed on writing revisions and feedback, group projects, and presentations.

Advanced High - Level 7
This course is designed to support students who are transferring from the ELD program to high school English. It focuses on improving reading comprehension skills, logical thinking processes, and a broad range of writing skills, from the expository to the creative. It covers the basics of language, literature and written composition. In this course students will explore literature genres, the rules of language, the

conventions of grammar, the mechanics of writing, as well as many of the facets of narrative and expository writing. At the completion of this course students, should be ready for high school English.

Citizenship
This course is designed for students to learn the basic knowledge of U.S. government, history, civics, reading, and writing skills and to prepare for, apply for, and pass the USCIS Citizenship Exam. Language functions and language forms are integrated into listening, reading, writing, and speaking activities, all designed to improve the student's ability to take and pass the USCIS exam. Through lectures and individual and pair/group participation, the student is exposed to the language needed to prepare for the reading, writing, and interview portion of the USCIS exam.

High School Course Descriptions

Foundational Mathematics
This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas, and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

Pre-Algebra
This course provides an introduction to elementary algebraic concepts while reviewing basic math skills. It is a self-paced course with credits dependent on work completed and concepts mastered. The course first revisits prerequisite skills to ensure students have foundational math concepts that are vital for higher math courses. The course curriculum is closely aligned to California State Math Standards which can be located throughout the textbook throughout each chapter.

Students will learn to think flexibly about relationships among variables, expressions and properties, integers and equations, fractions, decimals, exponents and roots, ratios, rates, proportion and percents, algebra on coordinate plane, geometry basics, and critical thinking with word problems. Students will learn to recognize and understand how to convert fractions to decimals and percents while using these representations in estimation, computations, and applications. Students will investigate and explore mathematical concepts while developing a variety of strategies for analyzing complex situations. The course will show a connection between computational and applied math while making meaningful connections to students' life experiences: calculating discounts, markups, commissions, and profit. Students will evaluate simple and multi-step equations and inequalities while using the correct order of operations when solving numerical and algebraic expressions. Lastly, students will be analyzing situations numerically, graphically, verbally, and symbolically throughout the course.

Algebra 1
Algebra 1 is designed to help provide students with the foundation for all future mathematics courses. Students will explore operations, terms and expressions, equations, polynomials, rational numbers, multiplying and dividing rational expressions, adding and subtracting rational expressions, graphs, systems of equations, and square roots and quadratic equations. Common Core standards are taught and reinforced as the students learn how to apply the concepts in real life situations. Algebraic skills and concepts are developed and used in a variety of problem solving contexts. The course is self-paced with credits dependent on work completed and concepts mastered.

Students will use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represent a verbal description. The course will further explore graphing linear functions while noting the vertical change per unit of horizontal change is always the same and know that the ratio (rise over run) is called the slope of the graph. Students will be able to identify a

point lies on a line, given an equation of the line, and derive linear equations by using the point-slope formula. Students will be expected to demonstrate skills that will be valuable not only in this course but also in future educational and vocational settings including oral presentations and technology. A primary goal of this course is for students to actively engage in a positive learning experience in which there is increased appreciation and understanding of mathematics.

United States (U.S.) History

This course provides students with an awareness of our national heritage. Students will develop a better and deeper understanding of how our country became what it is today. Students will continue to develop their reading, writing, thinking and research skills with the use of primary and secondary sources.

This course is aligned to the Common Core State Standards for Literacy in History/Social Science, and students will employ the following skills: develop socio-political literacy to understand different political and social systems, the relationship between a culture and its laws, and the differences between democratic and non-democratic systems; develop an understanding of different cultural values, belief systems, rights, and responsibilities inherent in participatory citizenship; develop analytical, critical thinking, and study skills, which help students understand major national and international dilemmas occurring today.

This course focuses on the study of modern American history and begins with a review of United States history from the nation's beginnings to the start of the 20th century. Connecting with past learning will highlight the initial segment of the class. An in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in American history, and the development of a historical perspective in relation to contemporary events represent the major aspects of the course. Literature, music, art, primary readings, videos, simulations and other activities will be used to enhance the subject.

American Government

American Government is a thematic course focused on the origins and structure of the United States government; the nature and function of the executive, legislative, and judicial branches; individual rights and responsibilities within the U.S. legal system; individual and societal roles and responsibilities as citizens functioning within the U.S. political and electoral system; the nature and function of state and local governments; and contrasting U.S. government with other systems of government. American Government is aligned to the Common Core State Standards for Literacy in History/Social Science, and students will demonstrate the following skills: students develop abilities to critically analyze, compare and contrast, and develop and defend opinions and positions, both orally and in writing, on the main areas of course focus.

The goal of this course is to enable a student to have a full understanding of all aspects of American government and its impact on his or her life thus becoming a self-directed, productive achiever who will be a successful and valued member of our community.

World History

This course emphasizes the political, economic, social, and geographic aspects of world history beginning with early democratic development and concluding with modern 21st century issues. Critical thinking skills are emphasized, stressing cause-effect relationships. This course is aligned to the Common Core State Standards for Literacy in History/Social Science, and the curriculum integrates these literacy standards throughout the course.

This course explores how the connection between the past and the future will continue to form our lives. In World History, students recognize the growing interdependence of people and cultures throughout the world. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the

American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives

Economics
This course will provide students with an understanding of the principles of economics. As students become familiar with how markets work, they will interact with lessons to apply the key microeconomic concepts of supply and demand as well as the role of prices. This course targets important aspects of the world economy, including international trade and global economic challenges, and encourages students to apply the economic way of thinking to a variety of situations relevant to their everyday lives.

Economics is aligned to Common Core State Standards for Literacy in History/Social Science, and students will employ the following skills: interpret and summarize common economic terms, concepts and economic reasoning; explain the elements of America's market economy in a global setting and the influence of the federal government on the American economy; analyze the elements of the U.S. labor market in a global setting; categorize the aggregate economic behavior of the U.S. economy; and synthesize issues of international trade and explain how the U.S. economy affects and is affected by economic forces beyond the United States.

Biology A and Biology B
This two semester course fulfills the Biological Science graduation requirements. This course explores the origins, organization, reproduction, genetics, growth, development, evolution, behavior, and interdependence of living things. This course also includes cellular structure and function, general plant and animal physiology, and taxonomy. Students will work individually and in small groups. Laboratories and other investigations will be performed to supplement and enhance course topics. The goal of this course is to enable a student to have a full understanding of Biological Science as well as its impact on his or her life and thereby become a productive achiever who will be a successful and valued member of our community.

Earth Science
Earth Science is an introductory science course that meets the minimum graduation requirements. It contains components of physics, chemistry, and earth science topics. These topics include the study of atoms, molecules, compounds, chemical reaction, motion, forces, energy, waves, as well as Earth's place in the universe, its composition, and the processes that modify the surface. The goal of this course is to enable a student to have a full understanding of Physical Science and its impact on his or her life.

English A
This class focuses on introducing students to different types of texts: fiction, poetry, non-fiction, plays, etc. and on improving reading comprehension skills, critical thinking processes, and a broad range of writing skills from the expository to the creative. English A covers the basics of language, literature, and written composition as a preparation for the sequential English curriculum. The class covers the genre of literature, the rules of language, the conventions of grammar, the mechanics of writing, as well as many of the facets of narrative and expository writing.

This course calls for students to engage in a range of tasks based on the grade 9-10 ELA Common Core Standards: determine themes and central ideas, analyze character development, author's choice, points of view, interpret, assess, integrate and evaluate, collaborate, adapt, and apply. Students are required to demonstrate the critical thinking, problem solving, and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development. The course stresses a balanced comprehensive program that develops student ability to read

and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. The standards continue to emphasize reading informative texts and literature as well as writing compositions according to major text structures and genres and giving oral presentations.

English B

This course is a continuation of the themes and skills introduced in English A. English B focuses on improving reading comprehension skills, critical thinking processes, and a broad range of writing skills from the expository to the creative. English B continues to expand upon the basics of language, literature, and writing. The class covers the genre of literature, the rules of language, the conventions of grammar, the mechanics of writing, as well as many of the facets of narrative and expository writing.

This course calls for students to engage in a range of tasks based on grade 9-10 ELA Common Core Standards. Students will be able to analyze multiple themes or central ideas, analyze the impact of an author's choice(s), determine meanings of words, analyze multiple interpretations of literature, assess, integrate and evaluate, collaborate, adapt, apply that which requires the critical thinking, problem solving, and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development. The course stresses a balanced comprehensive program that develops student ability to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. The standards continue to emphasize reading informational texts and literature as well as writing compositions according to major text structures and genres and giving oral presentations.

English C

This course is a continuation of the themes and skills introduced in English B. English C focuses on improving reading comprehension skills, critical thinking processes, and a broad range of writing skills, from the expository to the creative. English C continues to expand upon the basics of language, literature, and writing with more depth. It requires the student to read complex texts and write longer essays with more analysis or analysis of more texts than English B. The class covers the genre of literature, the rules of language, the conventions of grammar, the mechanics of writing, as well as many of the facets of narrative and expository writing.

This course calls for students to engage in a range of tasks based on grades 11-12 ELA Common Core Standards. Students will be able to analyze multiple themes or central ideas, analyze the impact of an author's choice(s), determine meanings of words, analyze multiple interpretations of literature, assess, integrate and evaluate, collaborate, adapt, apply that which requires the critical thinking, problem solving, and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development. The course stresses a balanced comprehensive program that develops student ability to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. The standards continue to emphasize reading informational and literary texts as well as writing compositions according to major text structures and genres and giving oral presentations.

CTE and Elective Course Descriptions

Career Readiness

Career Success

The Career Success course focuses on two integrated areas of instruction: career preparedness and technology. Course content ranges from high school and career preparation to computer literacy skills. The area of technology is designed to be interwoven throughout course instruction. Mastery of the content

standards provides a strong foundation of student acquisition of the skills, attitudes, and knowledge that enables them to achieve success in school, at work, and across the life span. As part of preparing students to be college and career ready, this course also equips them with the skills needed for the workplace, continuing education, and lifelong learning.

The purpose of this course is for students to be able to demonstrate basic computer skills including typing, email, Google Drive, and internet searching; identify the effects of workplace behaviors; analyze personal skills, interests, and abilities and relate them to current career opportunities; and examine the employment process, including searching for a job, filling out a job application, writing a resume, developing and practicing interview skills, and completing required employment forms.

Personal Finance
This course challenges students to alter their thinking and behavior regarding their personal finances while teaching skills in money management, financial planning, spreadsheets, word processor and presentation software applications. This instructional course provides individuals with exploratory experiences related to personal finance which are designed to change behavior. These experiences explore various financial influences including spending, saving, debt, credit and credit history, investing, mortgages, retirement planning, etc. Students develop spending behaviors and habits that will lead to wealth accumulation. The course also provides exploration in the following areas: mathematical calculations applied to analytical information (spreadsheets), consumer marketing concepts (financial traps), computer literacy, economic concepts, and financial and technological developments.

Literacy Support

Reading Skills I
This is an elective course for the development of reading skills for students whose reading skills are far below high school level (e.g., most students taking this course will be reading at below 6th grade). Emphasis is placed on accelerating student learning so that students will achieve the ability to read at the high school level or make significant strides towards that objective. Skills learned in this class include syllabication, vocabulary acquisition, fluency, speed, and reading comprehension.

Reading for Pleasure
This elective course will help students improve their reading skills as they expand and explore their reading preferences by choosing to read three novels and completing activities based upon their novels. To earn the five credits for this course, the student must read and keep a reading log of three novels that the teacher has approved for the student to read. In addition to the detailed reading log, the student must also complete one project for each novel. This course focuses on Common Core reading standards for grade 9-10.

English Novel Elective
This elective course helps students with critical thinking, literary analysis, and the development of creativity within academic writing. In this course, students pick one of a list of teacher approved novels. They will then use that book to complete the majority of their assignments in the class. The assignments vary from essays to creating projects that use creativity, imagination, and textual examples. Students are also required to keep a reading log journal and complete formal assessments on the reading. They will also do assignments that relate to English but that may not be related to the actual novel that they are reading. The course objectives are based on ELA Common Core Standards for grade 9-10.

Entrepreneurship

Leadership (Beginning)
Understanding and executing principles of leadership is critical for students to improve their opportunities at school, work, and at home. This class explores how focusing on the causes or laws of leadership will improve the outcomes or effects of our leadership efforts. This class is a laboratory where students are taught principles and then given opportunities to discuss, explore, and implement these principles.

In the leadership setting, students are challenged to develop their literacy and vocabulary as they read and discuss various books, articles and videos; enhance their understanding of computer applications (including word-processing and presentation applications); elevate their reading, analytical, and writing skills as they read and compose a book report on a selected leadership book; and expand their presenting skills as they create and present their findings developed through the book report process. Students will also be expected to improve their teamwork, collaboration, and leadership skills and abilities as they work in small groups to teach leadership concepts to their classmates.

Entrepreneurial Mindset (Intermediate)
The mindset of an entrepreneur is critical to the development of the business concept and the overall success of any business. This class builds on the leadership principles taught in Leadership class and explores the mindsets taught through relevant books, material, and other resources. As students study these texts, their own mindsets and behaviors are challenged and changed. Students realize that their thoughts or mindsets affect their behaviors and ultimately the success of their business concept.

Students will build and develop effective mindsets while they explore their personal business concepts and prepare for developing their business plans in the capstone class (Business Planning). Students will expand and refine the skills they developed in the leadership class as they continue to read, analyze, write, and present materials studies in this course.

Business Planning (Advanced)
Business Planning is the capstone class and applies all of the learning and knowledge learned and developed in the previous classes in the entrepreneurship pathway (i.e. Leadership and Entrepreneurial Mindset). Students in this class will develop and write their own business plans (or an assigned project-based business plan), and as they execute this assignment they will research their business concept, location, product, etc. to determine market demand; brainstorm business names and search the United States Patent and Trade Office (USPTO) and Secretary of State (SOS) of all states to determine uniqueness. They will also research local business requirements, apply for appropriate licenses, explore business entity structures, and determine the most effective entity for business concepts; and file articles of incorporation with the Secretary of State's office. Students will register trademarks and patents with the USPTO. Students will analyze, define, and present startup costs, and research funding requirements and potential funding sources.

Where applicable, potential internships with be developed. Students will utilize a suite of business-essential apps including spreadsheets, word-processing, and presentation programs. Students refine their leadership skills as they present their business plans to classmates and potential investors/partners. These skills, knowledge, and tools will be valuable assets as students launch and lead their business plans to implementation.

Early Childhood Education

Child Psychology (Beginning)
In Child Psychology, students learn theories of historically significant psychologists who laid the foundation for scientific research and a clearer understanding of children and the human mind. This course explores how psychological perspectives influence personality and play a role in human development across the lifespan. Students explore and learn how each stage in human development can and does require

specific things for human children to grow up strong and healthy. Students examine how children's behaviors are developed, memories are stored, and language is acquired, and the critical period these things must happen. Students also learn about the symptoms and classifications of psychological disorders, along with the various forms of treatments available. After completing this course, students will be equipped with problem solving strategies and even learn strategies to cope with stress. Practical, everyday application of the content is a focus of this course along with background knowledge in child development and the mind.

Through the use of online software, teacher lectures, and projects this course is designed to promote critical thinking through inquiry, problem solving, and reflection. The course guides students to connect prior knowledge, backgrounds, life experiences, and interests to learning the materials. The students will connect classroom learning to their life experiences and cultural backgrounds. The course supports all students to use first and second language skills to achieve the learning goals. The course uses assessment date to establish learning goals and to plan, differentiate, and modify instruction. Students learn new vocabulary and critical issues of child development through extended video's, open lectures that address emergent literacy, critical period to acquire language, the developmental stages of children, and cutting edge exploration of trauma development in childhood and its effect on children. Students will be gaining emerging knowledge, exploring for increased understanding, applying that knowledge to themselves, integrating their new knowledge with old knowledge, and innovating or becoming creative in their teaching methods with children.

Early Childhood Education (Intermediate)
In Early Childhood Education, students learn more about understanding the childhood experience. Students will create interesting lessons and stimulating learning environments that provide a safe and encouraging experience for children. They will discover how to get children excited about learning, and just as importantly, to feel confident about their abilities; identify good nutrition for children's physical development; analyze and apply how to keep a safe, healthy, and clean childcare environment or preschool classroom; identify the rules and regulations of childcare facilities; develop and implement creative lessons and teach children through play. Students will also learn how to record, observe, and communicate with children; and create a plan for personal and professional growth to set child development goals.

Early Childhood Education (Advanced)
This capstone course prepares students for employment in the care and guidance of young children under the supervision of professional personnel. Instruction includes child growth and development, nutrition, program planning and management, health and safety, guidance, recreational and play activities, child abuse and neglect, developmentally appropriate practices, interpersonal relationships and regulations, operational procedures, emergency and disaster procedures, policies, standards, and licensing, supervision and maintenance of children's environment, professionalism, and classroom management.

Truck Driving

Class A Permit
This basic unit will consist of classroom learning leading to a DMV CDL Class A Permit. Students will take and pass the DMV Class A CDL permit written examination. This course will cover the general knowledge, air brake procedure, and combination. Students will also have the option to become endorsed in doubles and triples, tankers, and hazmat through this course.

Pre-Trip and Inspection (Beginning)
In this beginning course, students will memorize parts of the vehicle by name, learn all internal and external inspections of the vehicle and trailer, and be able to perform/apply leakage tests to the vehicle.

General Skills (Intermediate)
In this intermediate course, students will begin to operate the vehicle under guided supervision. Students will practice straight line backing, offset backing to the right and left, parallel parking on the driver's side and conventional side, and alley docking.

Road and Class A License (Advanced)
In the advanced course, students will learn to shift using a 6-speed, double clutch, brake properly, drive through intersections, drive through urban businesses, change lanes, drive on the expressway/highway, stop/start effectively, drive around curves, cross railroads, correctly maneuver bridges, overpasses, and other signals, and pass a regular traffic check.

Teaching Assistant
Students can earn credit for being a teacher's assistant in which students may assist other students, prepare materials, run copies, or complete other work at the direction of the instructor.

External Partnerships
At HCCS we have partnerships with Asher College and Cosmo Beauty Academy, and each of these partnerships provides its own courses for our students to receive credit and/or certifications. Courses offered at each are listed below.

Asher College Courses
- A+ PC Support Level 1, Level 2
- Career Success Level 2
- Medical Law and Ethics
- Medical Terminology
- Microsoft Excel
- Microsoft Word
- MS Office Essentials
- Office Administration
- Typing Fundamentals

Cosmo Beauty Academy
- Introduction, Level 2, Level 3, Level 4

Updated Course Descriptions
At HCCS we are currently updating and improving our curriculum and course descriptions as part of our Schoolwide Learner Outcomes for our Western Association of Schools and Colleges (WASC) self-study. As an adult serving charter, we do not presently offer any college preparatory A-G courses.

1.13: Instructional Methods and Strategies Used to Deliver the Curriculum

In our mission statement, we assert that we are a diverse community for social justice, serving the unserved, providing access to education, technology, communication, and employment for 21st century achievers. Through community partnerships, we will build new legacies leading to self-sufficiency and generational change. Through our instructional methods, we want to ensure that we are working consistently with our mission and our schoolwide learner outcomes. At HCCS we have three Schoolwide Learner Outcomes. Our first is that students will demonstrate measurable achievements each term through assessment. Our second is that students will make progress toward their career goals. Third, students will use technology to communicate for personal and academic use.

At HCCS we utilize the following instructional methods to ensure exceptional academic performance:

- Standards-based Instruction
- Systematic Instructional Delivery
- Student Engagement
- The systematic use of assessments
- Data-driven Instruction

Standards-based Instruction

At HCCS our curriculum is based on seven sets of standards, with Common Core Standards and CASAS at the foundation. Our teachers use our curriculum objectives within each subject and level to ensure that our standards are met. Lessons are taught based on objectives and monthly themes that integrate high interest topics and content. Formative and summative assessment data is used to measure students' prior knowledge and to ensure that our students are meeting our standards.

Systematic Instructional Design

Clear expectations, consistent policies, and strategic instructional planning and assessment are at the foundation of our educational programs.

Clear Expectations

Clear expectations are imperative for our students to be successful. We believe that by creating clear expectations for behavior, attendance, classroom etiquette, homework, content standards, and assessments, our students become accountable for their own progress and success. Our students are at HCCS because they do not have a US issued high school diploma, and they are 22 years old and older. We know that many of our students were not able to graduate during their first attempt at high school and that the traditional education system did not meet their needs. We also recognize that for some of our ELD students, HCCS is the first school they have ever attended. At HCCS we hold all of our students to high academic performance standards. Through this process, students benefit in the following ways:

- Students are held to high standards.
- Students are expected to meet the curriculum objectives for their level.
- Objectives and outcomes are clear.
- Student feedback is related to specific outcomes.
- Students know what they are expected to learn.
- Students have equal access to learning and learning materials.
- Students learn personal responsibility.

Consistent Policies

Consistent policies are also part of our educational program and are closely tied to clear expectations. At HCCS we have consistent policies for the following processes and programs:

- Enrollment in CalJOBS
- HCCS student registration process
- ELD placement tests
- CASAS assessment
- Attendance policy
- Homework policy
- ELD grading system (MADE)
- High school grading system (A-F)
- ELD level completion
- High school course completion

- Transfer credit evaluation
- ELD to high school re-designation process
- ELL Reclassification process
- Graduation requirements

Because of our student population, we must provide clear expectations and consistent policies to ensure that all of our students clearly understand what they need to do to succeed at HCCS and achieve their goals.

Strategic Instructional Planning and Assessment
Strategic instructional planning and assessment are essential to our instructional success.

Student Engagement
Students learn best when they are present and actively engaged in their learning. We want our students to be passionate, motivated learners who are fully engaged in their educational experience. At HCCS our teachers engage our students intellectually, emotionally, physically, and culturally. Intellectual engagement refers to the academic component of teaching. Emotional engagement refers to the relationship between teachers and students and involves monitoring students' moods and emotions. Physical engagement refers to kinesthetic learning where students engage in physical movements or activities. Cultural engagement refers to incorporating student culture into the classroom in a way that students feel culturally accepted while also learning about the cultures of other students. This is critical for new immigrants and refugees to acclimate into their classroom, school, and community.

Intellectual Engagement
- Academic topics are high interest to the students.
- Learning is relevant to students' daily lives.
- Teachers allow students to make choices about projects.
- Instruction is differentiated for students at different levels.
- Learning is authentic and related to the real world.

Emotional Engagement
- Teachers foster classrooms with positive emotions and unconditional, positive regard.
- Students' moods and emotions are monitored by teachers and counselors.
- Teachers support students with peer groups and counselors.
- Teachers and staff build positive and supportive relationships with students.
- Teachers support students and their goals.

Physical Engagement
- Students are engaged in kinesthetic learning through creating and doing.
- Students move around in class, like walking around to complete an activity.
- Teachers reinforce lessons with body movements, using physical activity.

Cultural Engagement
- Students from different cultures are made to feel welcome and safe.
- Students are taught about cultural norms and laws in the United States.
- Culturally diverse speakers are welcome to share in our classrooms.
- Important documents are translated into students' first language.
- Lessons are created to include a multicultural perspective.

Assessments
At HCCS we use a variety of formal and informal testing measures and assessments to evaluate our students. We begin our assessments during enrollment when students are given a diagnostic test and a CASAS test.

During daily classes, our teachers assess students through a variety of ways. At the end of every academic unit, teachers use formal assessments and enter grades. CASAS assessments are also used as a measurement of progress and are administered every six to eight weeks.

The evaluation of student learning has four goals in the following priority:

1. To assist student learning as a diagnostic tool by determining which specific content areas a student has not mastered so they can improve their learning in that specific area.
2. To use aggregated measurements of student learning as part of the measurement of how the school as a whole is performing.
3. To determine if a student has met or exceeded the necessary level of competency to gain formal recognition, such as to complete a level or receive a diploma, licensure, or certification.
4. To determine if the student is underperforming in relation to their peer group and evaluate if intervention supports are required.

When we assess our students it is to better understand what they know. When we have students who cannot pass a class, we find alternative solutions for them. We understand that some students need remedial support and others may need more challenges and opportunities for growth. When our students have not mastered level appropriate standards or objectives, we find alternative teaching methods to deliver the same content. Our teachers understand the importance of both formative and summative assessment in gauging student comprehension.

Data-driven Instruction

In order to improve student learning, we work to understand our students and adapt to the needs of our students. At HCCS we make data-driven decisions and create data-driven instruction. As part of this cyclical process, we collect many forms of raw data. We then analyze it, make instructional decisions, plan, and reflect. Raw data that we consider in our instruction relies heavily on assessment but also includes:

- Program enrollment data
- Enrollment assessment data
- Demographic data
- Student satisfaction surveys
- Student safety data
- Expulsions data
- Homework grades and completion
- CASAS gains reports
- Literacy and reading gains
- Unit assessments and grades
- Level completion data
- High school graduation and retention rates
- CTE graduation and completion rates
- Course GPA
- Attendance data
- Employment and wage gain data
- College entrance information

By analyzing assessments and data, we better understand where our students are from, what experiences they bring with them, what they are able to do, and the gaps in their understanding. At HCCS our teachers and staff understand how assessment and data inform us about our students and areas for us to improve in educating and meeting the needs of our students.

1.14: How the Curriculum Addresses California Content and Performance Standards

At HCCS all of our curricular standards are directly aligned to the California Common Core Standards, California ELD standards, California English-as-a-Second-Language Model Standards for Adults, CASAS competencies, Workforce Innovation and Opportunity Act standards, Western Association of Schools and Colleges, and the National Reporting Systems (NRS) standards for English as a Second Language.

To ensure that all of our students are meeting program, subject, course, and level objectives, each lesson plan is designed with a specific lesson objective. Each daily lesson is part of a weekly lesson plan, which is part of our larger monthly themes. Our monthly themes are essential elements of our annual academic plan. Through the creation and implementation of monthly unit plans, we ensure that all of our students are taught specific content, even if they complete a level or class.

Monthly Unit Plans

In our ELD program, we have theme-based monthly plans that are part of our standards. Each theme has an extensive list of corresponding lesson objectives within the unit. Based on the needs of the students and the level of the class, teachers select the content objectives appropriate for their class based on their curriculum objectives. Teachers also use the themed unit plans as part of their content for teaching other subjects including reading, writing, speaking, listening, math, and technology.

Month	Theme	Topics	Month	Theme	Topics
Jul	Technology	Technology Vocabulary Using Email Downloading Apps/ Using Smartphones Typing Skills Microsoft Office Internet Research Skills	Aug	Goals	Setting Goals Vocabulary Smart Goals Creating Goals/ Plans Personal/ Educational/ Employment Short-term/ Long-term goals Language Goals
Sep	Educational Systems	Classroom Vocabulary Etiquette K-12 Systems Enrollment Requirements Required Vaccines Colleges and Universities Study Skills Homework Policies Hygiene Tests and Testing Policies Attendance and Punctuality Educational Goals Public vs. Private Schools FAFSA/ Funding/ Grants and Scholarships College Applications/ Essays	Oct	Employment	Employment Goals Job Applications/ Resumes/ Cover Letters Reading Ads Interviews Clothing Etiquette Career Planning Common Jobs and Pay Jobs and Education Workers' Rights Minimum Wage Employer Expectations Appropriate Work Behavior

Nov	Government	US Government Organization Three Branches of Government The President Elections Common Laws Misdemeanors and Felonies Attorneys Court Vocabulary Human Rights Immigrant Rights	Dec	Consumer Economics	Reading Household Bills Budgeting Saving Money Bank Accounts Loans Debit Cards vs. Credit Cards Interest Rates Buying a House Using ATMs Internet Purchases Prices Using Craigslist/ Online Marketplaces Returns/ Exchanges
Jan	Health	Body Vocabulary Pain and Illnesses Common Diseases Talking to Doctors Talking to Dentists Health History Completing Health Documents Health Insurance Making/ Canceling Appointments	Feb	Housing	Vocabulary Housing rights Rental agreements Reading advertisements for housing Utilities Making budgets Housing problems/ Talking to landlords and apartment managers
Mar	Transportation Systems	Using public transportation Reading bus schedules Paying for transportation Using Uber and Lyft apps Vehicle vocabulary MV and driving laws Street signs Reading maps Using GPS Giving directions Airport rules and regulations How to purchase an airline ticket Bicycle and pedestrian laws and etiquette	Apr	Emergencies	Calling 911 Natural Disasters Forest and House Fires Earthquakes Emergency Preparedness Kits Power Outages Health Emergencies Car Accidents
May	Nutrition	Food Pyramid Fats and Oils Food Vocabulary Fruits and Vegetables Meats and Proteins Sugar and Sweets Dairy Carbohydrates	Jun	Family	Family Vocabulary Family Trees Good Parenting Community Resources for Families Family Law Children's Rights Women's Rights

		Food tracking Apps Nutrition for Weight Loss Grocery Shopping Prices and Paying Reading Signs and Ads Using Coupons Special Diets (Vegan, Halal) Prenatal Nutrition			Prenatal Care

English Language (EL) Civics Lesson Plans and Assessments
In partnership with the Workforce Innovation and Opportunity Act (WIOA), we teach English Language (EL) Civics lessons which are designed to engage ELD students in civic responsibility through community involvement. These monthly lessons correspond to our monthly unit plans and are tied to leveled assessments. These lessons incorporate high interest content with reading, writing, speaking, and listening tasks as well as role playing activities and games. The EL Civics assessments focus on level appropriate objectives and are differentiated to ensure that students at every level are able to participate.

Professional Development and Lesson Plans
On the second Thursday of every month, our teachers and staff participate in professional development. During this time, teachers gather by program and level. Curriculum planning, lesson planning, materials gathering and sharing, and assessment planning are essential to the successful implementation of our curriculum objectives. During this time, teachers work together to create, gather, and share materials that are aligned to the courses and levels based on the theme or subject. This collaboration of lessons, materials, and assessments are then shared on our Drive to ensure that teachers continue to have access to the shared documents.

1.15: How the Instructional Program Supports the Development of Technology-Related Skills and Technology Use

At HCCS we value and support technology because we understand that it is directly connected to our students' success. Experience, exposure, and proficiency in technology are critically important for our students and for all 21st century learners. Since the beginning of our school, our administration has made technology a priority. In the beginning, we were unable to acquire the newest technology available, and as result, digital literacy was not provided to the extent we would have hoped. We previously accepted refurbished technology in partnership with certain organizations. In a lot of ways, this helped us to ensure that students had access to technology in the early years of the school's development. Since then, technology has been implemented more and more, not only in a wider scope but in a more in-depth way. Our goal is for students to be able to utilize computers in a way that reflects the world in which they live. Since HCCS opened its doors to students in the 2014-15 school year, our technology department has expanded significantly. In the beginning, our Information Technology (IT) department was a one-person department. One person was enough to cover distribution of technology materials, maintenance, and internet connectivity. We now have a three-person IT team which consists of one IT Manager and two IT Technicians. At HCCS we are proud to say that our computer-to-student ratio is 2:1, and we work each year to upgrade classroom technology. At HCCS we will continue to increase access, improve our technology, and then utilize it in our classrooms.

Technology at Highlands Community Charter School is always evolving to meet both staff and student needs. A little over a year ago, HCCS was inundated with an unreliable network infrastructure. This meant

that many employees and students were unable to print, check emails, and use the internet consistently. We remedied this by completely changing the topology of the network. We completely upgraded our hardware and internet services. We were previously plagued with viruses and malware. This was solved with the introduction of Sophos Central. Lastly, most of our computers used by both staff and students were outdated. As was mentioned before, this has become a central focus to replace all student computers with updated laptops and provide all staff with more modern laptops, computers, online programs, and software.

One of our goals is to truly integrate technology into students' lives via classroom lessons, relevant examples, classwork, projects, and helping students to communicate in our modern world. Technology standards and objectives are integrated into our curriculum and are clearly defined for our teachers. Across varying sites, our teachers incorporate technology into their lessons. Our teachers use educational learning videos, tutorials, web-based reading programs, Microsoft Office, and Google Classroom. Teachers model the use of technology in their classrooms and show students how to access and utilize Google docs, emails, etc. Our goal is to have all teachers using and adapting technology to accommodate our students' levels and needs. A new Digital Literacy curriculum is currently being piloted using Northstar Digital Literacy tasks and assessments, and soon it will be incorporated into our ELD and high school programs.

At HCCS we face a complex challenge with technology. Not all of our students, teachers, and sites have the same level of access to technology nor is the same level of technological access possible at all sites. Technology is not limited to computer access, but some sites have more specialized tools than others (e.g., smartboards, document cameras, printers, computer labs, etc.). To combat this issue, teachers encourage students to use their phones to access the internet and to use applications to access email, language applications, such as *Duolingo* and *Pronunciator*, and access classroom materials using Google Classroom. We are currently increasing access to technology at our off-site locations and working to ensure that access is equitable. This means purchasing more updated computers, installing projectors, and training teachers to implement digital literacy.

Our students have varying levels of knowledge and experience with technology. Some of our students are very familiar and comfortable using computers and computer programs. Some of our students have excellent typing skills, experience composing documents, sending emails, surfing the web, etc. while others struggle to turn on a computer. Our plan is to implement digital literacy diagnostic assessments to ensure that all of our students are able to use technology at a basic level for each student's class, and we are working with nationally recognized assessments like the Northstar Digital Literacy Assessment. Technology, academic success, career goals, and social engagement are all important for our students, and we believe that in order for students to be fully successful in the 21st century, they must become digitally literate.

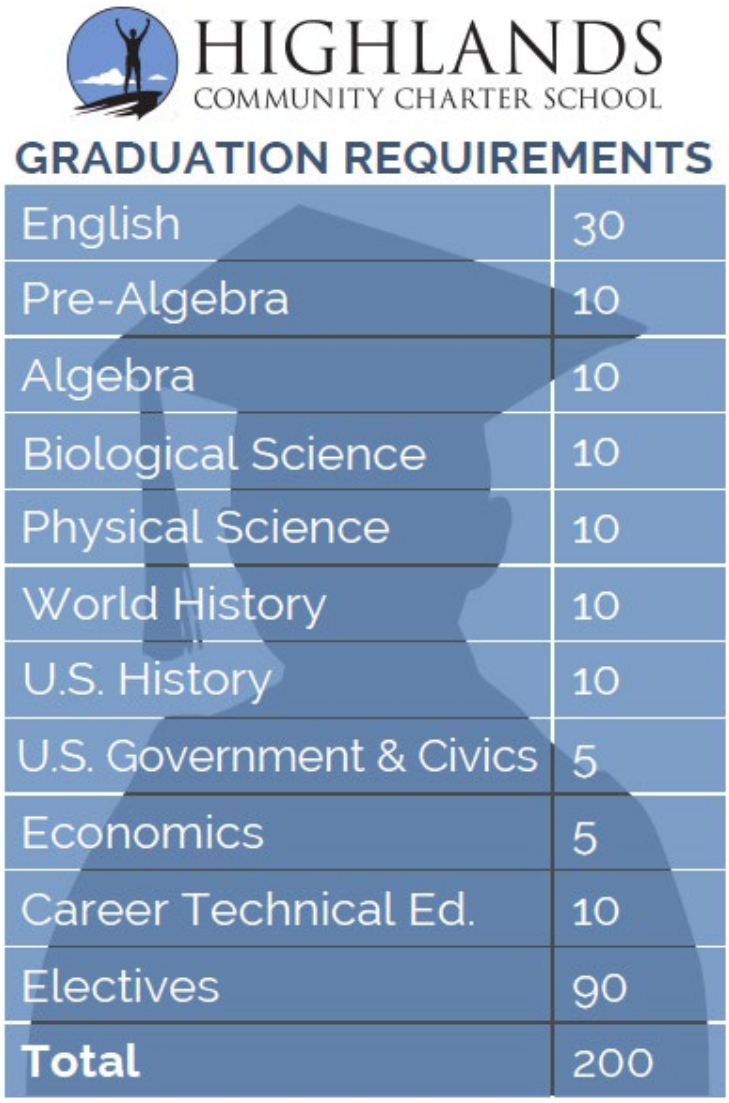
CASAS Computer-based Assessments

At HCCS we use CASAS computer-based assessments for all of our students in reading, listening, and mathematics. CASAS assessments are standardized tests that are reliable and valid assessments for native and non-native English speakers. The purpose of the assessments is to track student progress over time. Although the assessment is available as a paper-based assessment, a computer-based assessment, and on the internet, at HCCS we use the computer-based format. We believe that teaching our students to use computers for their standardized tests is a valuable and transferable skill. During CASAS, students practice turning on a computer, opening a program, typing personal information, using a mouse to navigate between screens, opening and closing windows, plugging headphones into a computer, adjusting the volume on their computers, selecting answers, and closing a program. We know how important these skills are for our students, and we support our students while they learn how to complete these basic computer tasks.

1.16: Graduation Requirements

At HCCS we have two primary programs with subgroupings in each. We offer a High School Completion program and an English Language Development (ELD) program. Under the high school program, we have Career Technical Education (CTE) pathways, and we offer a citizenship course under the ELD program. These elements, along with interventions and supplemental offerings, comprise our school's educational program. The high school curriculum at HCCS is based on the California Department of Education graduation requirements. The following chart shows what is required of high school students At HCCS with 200 credits minimum required to graduate.

HCCS' high school students are eligible to graduate when they have been awarded 200 high school credits: 100 Academic, 90 Elective, and 10 Career Technical (CTE) credits. As part of the 200 credits, transfer credits and employment credits count toward this total. High school credits are awarded by 5 credits (in 9 weeks) and 10 credits (in 18 weeks). Currently, high school credits are awarded every nine weeks when students receive grades. During the 2014–15 and 2015–16 school years, high school students received grades every six weeks. During the 2017–18 school year, we transitioned from a six-week grading period to an eight-week grading period. As soon as the high school students complete 200 credits and those credits are verified, students are eligible to apply for their diploma. After students receive their diploma, they are asked to participate in a graduation ceremony.



Counselors and the registrar work together to compose an educational plan for each student. The registrar and counselors also collaborate to ensure transfer students have received all their previously earned credits. Thus, credits are verified once the registrar receives and processes the students' official transcripts from their previous school(s). Once the counselor is aware of the students' graduation status, counselors schedule students into their respective classes. It should be noted that each student is required to take either Career Success or Leadership in order to ensure their CTE requirements are fulfilled.

Counselors help ensure students will meet graduation requirements by conducting routine check-ins. Over the duration of each check-in, counselors update students on their academic progress; this includes discussing credits earned over the course of the each term. Moreover, each student is provided with an academic progress report. In addition, counselors and students discuss the next class/classes students will enroll into and why. As an adult serving charter, we do not presently offer any college preparatory A-G courses.

Credits Awarded for GED and HiSET

At HCCS most of our students earn credits in two ways: by transferring them from a previous school or by earning them at HCCS through completing courses. However, we sometimes award class credit for students who have passed the GED or HiSET. For the GED, we award credits when students have completed certain sections of the GED where it is appropriate and when it is not prohibited by law. Students are also awarded credits for the HiSET. Students are awarded credits after passing either the English or Spanish version of the test, with the exception of English Language Arts, if the test is taken in Spanish. While students can earn credits, all HiSET students are enrolled in high school, and transcripts are evaluated by HCCS counselors and registrar. Credits are awarded from the HiSET on a case by case basis and are categorized as academic or elective as needed.

1.17: Plan and Timeline for Maintaining Western Association of Schools and Colleges (WASC) Accreditation

Highlands Community Charter School received a 3-year preliminary Western Association of Schools & Colleges (WASC) accreditation in the 2015–16 school year and is currently WASC Accredited through June 30, 2019. HCCS is currently undergoing the Self-Study process to renew the accreditation prior to expiration and has scheduled a seven person team of WASC representatives to visit HCCS's many locations during February of 2019. HCCS has grown exponentially as have our programs, locations, enrollment, and partnerships. Each instance of growth or change was centered on the benefits they would bring to our students. HCCS submitted substantive change reports to WASC in October of 2018, which were accepted.

HCCS school leadership has used the WASC Action Plan and Local Control Accountability Plan (LCAP) to align all student schoolwide goals. Through the implementation of the WASC plan and LCAP, HCCS engages in authentic stakeholder reviews and input on everything from budget and governance to facilities and curriculum. HCCS utilizes its diverse Leadership Cabinets as a critical review group that reviews, informs, and recommends programmatic development and improvement. The mid-year LCAP review, curriculum review, and WASC review act as internally driven programmatic audits assessing progress against designated goals.

1.18: Informing Students about the Transferability of Courses

Students meet with their assigned counselors in one-on-one appointments that are set to make individual course maps and goals. During these individual meetings, the counselor discusses with the student his/her scope and sequence of all requirements and grade equivalents needed to ensure graduation and college acceptance. If a student is not on-target with his/her graduation road map, the counselor also helps amend his/her scope and sequence to earn necessary credit redemptions and all other prerequisites. Our ELD Navigators are bilingual or multilingual and can provide necessary presentations and documents in the appropriate languages. ELD Navigators work with the students individually to educate them according to their individual goals.

Within the context of these relationships and various presentations, students will be informed about the transferability of courses to other high schools and college, including WASC accreditation. As HCCS is not a college preparatory charter school, it will not generally include A-G classes, but students will be informed that, as graduate, they may enroll in a community college or another college that does not require A-G college preparatory courses.

1.19: Transitional Kindergarten

Serving adults ages 22 years and older, Highlands Community Charter School does not provide a Transitional Kindergarten program. However, we do provide Early Childcare Education (ECE) courses as part of our Career Technical Education ECE program. Through this program, our adult students who are interested in Early Childcare Education provide care to non-school-age children of HCCS students in play care at various sites while working toward a Child Development Associate Teaching Credential and/or a State of California in-home Child Care License.

Academic Calendar and Schedules

1.20: School Calendar

The 2019–2020 calendar below indicates the beginning and end of instructional days for students in yellow. Highlighted in red are the student holidays, gray are breaks, and green are teacher work days/non-student days.

Highlands Community Charter School

2019-2020 School Calendar

July 2019

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2019

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

February 2020

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15

March 2020

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

19	20	21	22	23	24	25
26	27	28	29	30	31	

16	17	18	19	20	21	22
23	24	25	26	27	28	29

22	23	24	25	26	27	28
29	30	31				

April 2020

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First/Last Day of School **Teacher Work Day/No School** **Holidays/No School** **No School**

Important Dates and School Holidays

July 8th	First Day of School/Track A	Dec 23rd - Jan 3rd	Winter Break
Aug 8th - 9th	Teacher Work Days	Jan 20th	MLK Day
Aug 12th	First Day of Track B	Feb 14th & 18th	Teacher Work Days
Sept 3rd	Labor Day	Feb 17th	President's Day
Sept 10th	First Day of Track C	Apr 6th - 10th	Spring Break
Nov 11th	Veterans Day	May 4th - 6th	Teacher Work Days
Nov 25th - 29th	Thanksgiving Break	May 25th	Memorial Day
Dec 13th	Teacher Work Day	June 30th	Last Day of School

1.21: Sample Daily Schedules

Through our daily schedules, we ensure that our students are making progress toward course level completion and high school graduation. Our schedules below are listed by program for regular days and early release days.

ELD Regular Day

Time	Period Description	Minutes Per Period
8:25–9:25	Writing & Grammar	60
9:25–10:00	Speaking & Pronunciation	35
10:00–10:45	Math & Consumer Economics	45
10:45–12:00	Reading & Vocabulary	75

12:00–12:25	Technology & Computer Literacy	25
Total		**240 Minutes**

ELD Early Release Day

Time	**Period Description**	**Minutes Per Period**
8:25–9:05	Writing & Grammar	40
9:05–9:40	Speaking & Pronunciation	35
9.40–10:15	Math & Consumer Economics	35
10:15–11:00	Reading & Vocabulary	45
11:00–11:40	Technology & Computer Literacy	40
Total		**195 Minutes**

English Language Development: Citizenship

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
5:00–7:00	History and American Government Vocabulary Listening	History and American Government Reading and Vocabulary	Writing and Grammar Reading and Vocabulary Speaking and Pronunciation Listening	Writing and Grammar Reading and Vocabulary Speaking and Pronunciation Listening	Speaking and Pronunciation Listening Mock Interviews
7:00–9:00	Homework Review Writing and Grammar Reading and Vocabulary Speaking and Pronunciation Listening N400 100q	Listening Speaking and Pronunciation N400: Textbook and CD/ Oral practice	Reading and Vocabulary Writing and Grammar N400 and 100q	Writing and Grammar Reading and Vocabulary Speaking and Pronunciation Listening Test Preparation	Quizzes and Tests
Total Minutes:	**240**	**240**	**240**	**240**	**240**

High School Regular Day

Time	**Period Description**	**Minutes Per Period**

8:00–10:10	English Language Arts	130
10:11–10:15	Break	
10:15–12:25	Algebra	130
12:26–12:59	Lunch	
1:05–3:15	American History	130
Total		**390**

High School Early Release Day

Time	Period Description	Minutes Per Period
8:00–9:45	English Language Arts	105
9:46–9:50	Break	
9:50–11:35	Algebra	105
11:36–12:14	Lunch	
12:15–2:00	American History	105
Total		**315**

Students must be enrolled in a program with these minimum minutes of instruction. This includes all of our CTE programs and partnerships.

1.22: Instructional Days and Minutes Calculations

Grades	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
1	175	240	46	195	0	0	221	50400	50,970	570
2	175	240	46	195	0	0	221	50400	50,970	570
12	175	390	46	315	0	0	221	64800	82,740	17,940

1.23: Early College and Middle College

HCCS is not an Early College or Middle College High School. As such, requirements for these programs are not applicable to the educational programs at HCCS.

Professional Development

1.24: Recruiting Qualified Teachers

Highlands Community Charter School recruits highly qualified educators to our community by posting vacant teaching positions on the recruitment website www.edjoin.org, a third party employment entity used throughout California and the greater United States as a central advertising location for many different educational organizations. Additionally, we attend the annual Teacher Recruitment Fair held each spring at Sacramento State University in order to meet with new teachers beginning their careers in Adult Education. This gives us the opportunity to market our charter school as a competitive organization in which to work. We also send out recruitment flyers to additional institutes of higher education in the surrounding area, per the school's staffing needs.

1.25: Ongoing Professional Development

Recognizing the importance of staff development and teacher training, Highlands Community Charter School honors its staff by providing numerous professional growth/orientation opportunities throughout the year. We give our teachers weekly opportunities to use additional out-of-class time for lesson planning, grading, and preparation. Additionally, we offer monthly workshops, trainings, and collaborative opportunities for each of our employees schoolwide within their departments. Some of these include the following:

- During more than half a dozen Teacher Work Days/Non Student Days, HCCS provides a full day of schoolwide staff professional development, offering sessions addressing such topics as employee benefits, community partnerships, CPR training, sexual harassment training, Safeschools Trainings, Catapult Emergency System training, etc.
- HCCS offers monthly instructional professional development days that feature break-out sessions and workshops led by our Professional Learning Coordinator and Lead Teachers addressing such topics as standards alignment and curriculum, use of instructional approaches, materials and assessments, application of technology in the classroom, cultural awareness, leadership, literacy/pre-literacy, etc.
- In addition, HCCS is committed to providing full-time certificated teachers with funding designated to support his/her participation in the pursuit of additional training, advanced degrees or designations, continuing coursework at the college or university level, or attendance at educational workshops and/or conferences, contingent upon annual budget allocations. Our teachers have attended EdTech, California Association for Bilingual Education (CABE), Positive Behavioral Intervention Systems (PBIS), Systematic Instruction and Phoneme Awareness, Phonics, and Sight Words (SIPPS), California Teachers of English to Speakers of Other Languages (CATESOL), CASAS Institute, and Workforce Investment Opportunity Act conferences.

Professional development and collaboration will continue to be scheduled on a regular and ongoing basis to support teachers and staff throughout their careers at HCCS. In establishing a professional teaching environment, HCCS will continue to ensure collaborative, schoolwide planning time for teachers to design

student-focused curriculum, pedagogy, and assessment through which students can make connections and deepen their understanding of concepts and achieve higher levels of academic success.

Moving forward, HCCS will continue to strengthen internal professional development, which will focus on curriculum alignment and teaching strategies/delivery. We plan to begin a structured and supported system for teachers to observe their peers and learn from one another first hand. Additionally, we are in the process of creating a systematic approach to external professional development, which will ensure that each teacher is allotted the same number of conference opportunities throughout the year. HCCS will continue to survey teachers and students' needs, allowing for those results to drive the professional development calendar.

In order to ensure that HCCS teachers are prepared to successfully deliver a rigorous curriculum, we hope to improve upon initial induction as well as ongoing professional development for all teachers in all disciplines. After much internal dialogue and cross-departmental discussion, HCCS created a professional development plan for the 2019–20 school year which will include common themes of curriculum implementation, teaching strategies, and improved communication.

	ELD	HS	CTE	Office
Summer	Curriculum: objectives, materials, lesson plans, rubrics	Collaboration: cross-curricular/team building	Curriculum: align to state mandated requirements	Customer Service: conflict management
Fall	Instructional Strategies: multilevel, differentiation	Leadership: teacher culture, sharing, CTSP	Engagement: student buy-in for CTE programs	Legality: registration, orientation, files, FERPA
Winter	Cultural Competency: teachers and students	Curriculum: standardize, accountability (check-ins)	Integration: high school/CTE course content	Health/Safety: process and protocol clearly delivered
Spring	Classroom Management: techniques, sharing, teams	Grading System: process for credits, progress reports	Relevance: graduation to job market transfer of skills	CASAS/ PowerSchool: training, internally and externally

At Highlands Community Charter School, we recognize the important role new teacher support plays in preparing great teachers for the rest of their careers as educators. It is the mission of the induction team at HCCS to not only provide regular support through mentorship and professional development but also provide new teachers with leadership skills and the opportunity to demonstrate their abilities through systems of professional growth. Partnering with both Sacramento County Office of Education's Induction program for Single and Multi Subject Credentials and the San Diego County Office of Educations' Designated Subjects Credentialing Consortium for CTE and Adult Education Credentials, HCCS facilitates and provides sponsorship through two years of growth and professional learning, covering the cost of tuition, training, and mentor partnerships. Highlands Community Charter School prides itself on helping teachers build lifelong skills both in the classroom and in their long-term professional goals as academic leaders dedicated to the success of students.

Meeting the Needs of All Students

1.26: English Learners

Highlands Community Charter School is committed to all students, including English Language Learners ("ELLs"). HCCS meets all applicable legal requirements for ELLs as it pertains to annual notifications, student identification, placement, program options, ELL and content instruction, teacher qualifications and training, Reclassification to Fluent English Proficient status (RFEP), monitoring and evaluating program effectiveness, and standardized testing requirement. HCCS implements policies to assure proper placement, evaluation, and communication regarding ELLs and their rights.

Identifying English Language Learners

HCCS administers the Home Language Survey ("HLS") upon initial enrollment though our registration forms where students answer the following Home Language Survey questions:

1. Do you speak English fluently?
2. What language did you first learn to speak?
3. What language do you most frequently read/speak at home?

These questions are used to determine a student's home language status as follows:

- *English Only (EO)*
  If the answers to the three questions are "English", the child is classified as English Only.

- *Possible English Language Learner*
  If the answers to any of the three questions on the Home Language Survey indicate a language other than English, or a combination of English and another language, and there is evidence of significant non-English exposure, then the student is assessed using CASAS to measure his or her level of English proficiency. The student is then consulted by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

- *Self-Identified English Language Learner*
  If a student initially self-identifies as an ELL, s/he is immediately assessed for English language proficiency for appropriate placement and is automatically placed in an ELD classroom appropriate to his/her level.

Educational Program for English Language Acquisition

As HCCS is required to timely identify potential ELLs and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum, instructional plans for ELLs are (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

HCCS implements our own English Learner Instructional/Master Plan. The instructional plan encompasses the following, including but not limited to:

- How ELLs' needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the program for ELLs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Using Standardized Assessment to Support Student Progress

In accordance with state and federal regulations, students whose HLS indicate that a language other than English is used at home are assessed for their English language proficiency level within 30 calendar days

of enrollment. In addition, students are notified of the assessment results and program placement within 30 calendar days of initial enrollment.

Based on a student's overall performance on the CASAS, s/he may be classified as an English Language Learner or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an ELL, s/he is placed in an ELD class that supports her/his identified level. State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency; however, at HCCS each student is assessed every six to eight weeks with the CASAS and additional end-of term assessments to capture progression and to advance through program levels efficiently until she/he meets the eligibility criteria and is Reclassified Fluent English Proficient (RFEP).

Strategies for ELL Instruction and Intervention

The instructional design model used at HCCS places heavy emphasis on differentiated instruction to meet the needs of the ELL population based on academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers are trained on a variety of instructional strategies to be used specifically with EL students. These strategies include support materials from state adopted materials, academic language scaffolding, and full-time instructional support with our English language learner expert instructional staff. Our Professional Learning Coordinator conducts regular staff development sessions to review current practices and develop strategies for students.

In order for the ELL students to remain current with their peers, HCCS emphasizes alignment to state adopted standards and materials to ensure ELLs have the same core base of knowledge. Additionally, ELLs are provided with supplementary materials to create extensions and scaffolding to the curriculum for better understanding of the materials.

The use of academic language scaffolding demonstrates to ELLs the step-by-step processes to complete tasks on their own. Scaffolding includes several linked strategies including modeling academic language, contextualizing academic language using visuals, gestures, and demonstrations, and using hands-on learning activities that involve academic language.

Process for EL Reclassification

We have developed a process and an accompanying form outlining the criteria for EL reclassification. Specifically, we assess the four components laid out in CDE's guidance:

1. We will continue to assess English language proficiency (ELP), using CASAS (Comprehensive Adult Student Assessment Systems) results, which we obtain every 6-8 weeks from our students. We pair that with internal measures of English language proficiency which are designed around our curriculum and are in turn aligned with state and federal standards.
2. Our ELD teachers use both periodic and end-of-term assessments to review students' mastery of curriculum. Our high school teachers use formal assessments at the end of chapter, unit, and term to assess students' mastery of curriculum.
3. As adults, our students are invited to participate with opinions and consultation regarding their readiness for reclassification. They are advised at the beginning of the year (or upon entry into our ELD program) and then annually of their rights and the process of reclassification.
4. We use PowerSchool and other tracking methods to establish the range of performance by English proficient students, and then use those results to compare with ELs' performance.

Process for Monitoring Progress of ELs and Reclassified (RFEP) Students

We are making substantial improvements to our schoolwide curriculum for ELD classes, our internal assessments and instructors' ability to use them, and our entry and tracking processes for ELs' progress. With these fully in place, we will be better able to track students and obtain more useful data on ELs'

progress. The same will be true of reclassified students as they proceed in our programs. Enhanced assessments and tracking, along with our Reclassification Specialist in charge of the reclassification and monitoring processes, will allow us to do more tracking during progress.

Process for Monitoring Progress and Effectiveness of Supports for Long Term English Learners (LTELs) and for Students At-Risk of Becoming LTELs

Given that our program is much shorter than six years, we have not implemented a process for identifying or monitoring the progress of LTELs. Nevertheless, we are improving our methods for identifying and intervening with at-promise students. In our high school program, teachers and counselors have implemented a program to identify students at risk of not making academic progress. This process will help identify students at risk of becoming LTELs. The Reclassification Specialist, working with our data team, will also work within our ELD program to identify students whose progress is slower than expected.

1.27: Students Achieving Above Grade Level

While Highlands Community Charter School does not subscribe to a Gifted and Talented Education (GATE) specific program as we are primarily serving adults who have previously faced many obstacles to achieving academic success, our methodology meets the advanced educational needs of our high achieving students within the regular classroom by tailoring individualized learning plans for each of our students and providing level appropriate content and support. However, we recognize that many of these obstacles are not necessarily intellectual, and as such, we strive to identify and support our high achievers.

With our highly individualized learning plans and differentiated classrooms, identifying high achievers comes naturally as students are able to demonstrate proficiency and progress on a daily basis through one-on-one formative assessments, bi-monthly CASAS assessments, and course completion rates. In HCCS high school classrooms, students are able to progress through course content as quickly as they feel comfortable and are awarded grades and credits upon course completion even though course content is designed to take either nine (9) weeks or eighteen (18) weeks depending on the course. Additionally, all High School students at HCCS are assessed in reading and math every six (6) to eight (8) weeks. In the ELD classroom, students work in multi-level classrooms where their instructors formatively assess them on a daily basis and can freely adjust and deliver content complexity as necessary as multiple levels and content areas are being addressed daily. HCCS ELD students are assessed in reading, listening, and math by CASAS proctors every six (6) to eight (8) weeks. ELD Teachers administer summative assessments at appropriate times during the term, including at the term's end and award progress marks to determine whether individual students are ready to advance to the next level.

Based on these assessments, individualized and small group lesson plans are prepared for each student. Students working above content level are placed in the curriculum at the appropriate level, which allows them to work in a content-accessible environment. For example, a Low Beginning ELD student may be working in the Low Beginning curriculum in Writing but at a High Beginning curriculum level in Reading. This student might change group settings throughout the day to allow for higher stimulation of content through new group settings. This allows for individualized instruction in the coursework area that is appropriate for the student and allows them to work at a pace and in an environment that is most appropriate to their abilities. Students who are advanced in all content areas can work ahead in all coursework, and students who have a specific aptitude in one or two subjects can work ahead in those specific subjects but still receive the time and attention they need for content areas in need of deeper focus. This classroom-based, individualized learning environment allows academically high achieving students to accelerate their learning, propelling them more quickly toward high school completion and diploma obtainment.

Additionally, we currently implement or are working toward the implementation of the following enrichment programs for students who show great aptitude in other areas of the curriculum:

- Our Early Childhood Education (ECE) program students currently use *Edynamic* to access advanced classes and electives. We plan to train teachers on the use and implementation of this resource as an additional tool to support our high achieving students in their academic goals and keep them engaged in their learning throughout their academic careers here at HCCS.
- High achievers may currently choose to become teaching assistants in various elective classes, where they can hone their own academic skills through the guidance they provide other students with the direct support and oversight of the instructor.

By providing individualized programs for high-achieving students, Highlands Community Charter School is able to meet the needs of those students who have a greater aptitude in one specific subject matter area, as well as those students who are high achievers in multiple areas. In this way, all students' needs are being addressed.

1.28: Students Achieving Below Grade Level

Students Achieving Below Grade Level

We choose to serve the unserved and recognize that this means many of our students have struggled with academic achievement in the past. We believe that all of our students are capable of greatness and go through great strides to remove obstacles to their achievement today. Our classrooms, by design, effectively serve students who, historically, are academically low-achieving, as well as those who are academically high-achieving.

Given the vast differences in educational, cultural, socio-economic, geographical, and emotional backgrounds of our students, we know that they will all learn at different paces. In the same way we identify and support our high achieving students, we use highly individualized and differentiated classroom setting and multiple assessment strategies to determine which of our students are in need of additional supports in order for them to successfully achieve their academic goals. Our individualized and differentiated classrooms support students in completing their required coursework and curricular content in a self-paced fashion, allowing them additional class time and instructional support to master curricular content before advancing.

By having a year-round learning program, our students are able to maintain their focus, motivation, and educational momentum with less interference of external distractions that might deter them from returning at summer's end. This promotes in our students a sense of commitment, and we regularly tell them, "Progress requires commitment, and commitment requires attendance." When our students feel committed to their own achievements, this leads to happiness which contributes to great learning environments for all and radiates to the surrounding community.

All of our students have decided to further their education because they desire to learn and produce purposeful, meaningful work in order to better navigate the world around them and participate in the community in contributory ways. When they are able to learn at their own pace, and the teacher, through his/her observations of each student, is able to prepare individualized lessons to meet the needs of the students in his/her classroom, this system has a foundation built on trust and respect of the individual, resulting in community members who make marked impressions on all those who witness success beyond expectations.

Our plan for low academic achievers includes three remediation areas. These include: Student Success Team (SST) plans, access to academic support programs, and the availability of supplemental materials to teachers.

Student Success Team (SST) members identify specific academic areas of need for low achievers and plan interventions that are monitored and reviewed at subsequent meetings. Plans include specific modifications within the classroom, resource materials and referral to supplementary assistance, and programs that target specific academic skills.

Programs, assistance, and services that target the needs of academically low achievers include:

- Reading Specialist
- High School Reading Skills classes
- Multilingual Paraeducators
- Math Paraeducators
- Literacy Classes - our ELD non-literate students, who have had very little, if any, access to written texts in their native languages are provided specialized instruction by Second Language Learner (SLL) literacy specialists.
- SIPPS Reading
- Student Engagement Liaisons

HCCS's curriculum has the flexibility to provide concrete materials for those students who are not ready for more abstract learning. The flexibility of the curriculum also allows for students within a classroom to work at multiple skill levels. Students' individualized work plans are modified to target skill remediation as needed or to provide additional challenges for skills already achieved. In addition to the availability of a wide variety of materials, teachers have access to supplementary materials and support from the Resource Program. Teachers check out materials to target skill areas as needed. They also have access to the Pre-referral Intervention Manual (PRIM), which provides multiple classroom interventions for specific academic areas.

Response to Intervention (RTI)/Student Success Team (SST)
Highlands Community Charter School teachers and staff utilize the Response to Intervention Model (RTI) to address the educational needs of our low achieving students to ensure learning is occurring. Struggling students are identified by procedures established by each school site, including CASAS results, student performance below 70% in a core subject area and/or failing to make adequate progress to next level courses. These students are provided with interventions such as highly qualified, research-based classroom instruction, ongoing student assessment, multilevel and differentiated instruction, and strong student involvement. These services are provided by a variety of personnel, including paraeducators (i.e. teacher assistants) and teachers during a scheduled RTI period. After appropriately utilizing the RTI process, students requiring further modifications other than additional instruction and re-teaching will trigger the Student Study Team (SST).

The SST focuses in-depth on one student at a time and encourages the adult student to participate in finding solutions. The SST uses a systematic problem solving and coordinating approach to assist students, teachers, and staff in seeking positive solutions to concerns that are interfering with success and to maximize student potential. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. This process informs individual and class wide actions to address issues such as use of classroom resources, behavioral management, and classroom modifications. Many students can benefit

from an SST, including those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to an SST based on the RTI model for consideration. Our adult students may also self-identify and seek services for themselves. The referring party completes an HCCS SST Referral Form and submits it to the Director of Curriculum and Instruction and the student's counselor, who establishes an SST meeting. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, advocates, and law enforcement. Progress on action items is monitored by setting a follow-up SST meeting date within 4-6 weeks of the initial meeting. At the follow-up SST meeting, action items are reviewed, and student progress is discussed. The follow-up SST meeting is documented on the *Student Success Plan Follow Up,* at which time the action plan may need to be modified and additional interventions may be added depending on student progress.

A key goal to the HCCS RTI model is to improve the outcomes for all students. After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

1.29a: Socioeconomically Disadvantaged/Low Income Students

At Highlands Community Charter School, students from low socioeconomic backgrounds thrive and learn in a nurturing, caring, and collaborative environment. HCCS identifies socioeconomically disadvantaged/low income students upon registration through our Household Income Data Collection form, and the information collected is recorded in our PowerSchool SIS system, allowing HCCS staff to monitor and track students in this subgroup.

As a large majority of our student population are identified as socioeconomically disadvantaged/low income, HCCS provides professional development that is focused on intentional instruction, reflecting a diagnostic approach that is driven by identified instructional needs. HCCS teachers understand the importance of positive teacher-student relationships and how to incorporate continual monitoring and assessment to guide instruction. Students participate in fun academic enrichment activities that are aligned to their level-pacing academic plans and are taught cognitive strategies such as the structure of language, how to establish goal-setting and procedural self-talk, how to sort relevant from irrelevant cues, and how to use mental models. Additionally, in order to meet the economic needs of this subgroup of students, HCCS holds workshops with partners on issues related to economic need.

1.29b: Students with Disabilities

Overview

Highlands Community Charter School will make all necessary arrangements to serve students with disabilities and comply with all applicable federal, state, and school district mandates serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

Highlands Community Charter School is categorized as an independent LEA, serving adults 22 years of age and older and is not required to join a SELPA pursuant to Education Code 47641(a) either on its own

or with a grouping of charter school LEA's as a consortium. As such, HCCS does not receive state and federal revenues in accordance with the SELPA's allocation plan. However, if a student, who previously had an IEP, enrolls at HCCS, a copy of the previous IEP is reviewed to identify specific learning disabilities from the SST to determine if the student is then 504 referable. If HCCS can meet the accommodation requirements from the previous IEP, then these accommodations will be incorporated into an SST as strategies. Any decision to deny or grant an accommodation by the SST shall be made in accordance with the law. Implementation of Special Education service begins with a Response to Intervention and pre-referral remediation and monitoring of low achievers by Student Success Team members. The team identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 of the IDEIA.

Students in this subgroup are monitored in the same way as their general education peers except with some accommodations and modifications according to each student's SST or 504. Special education teachers are expected and required to provide progress reports on SST/504 goals at the same frequency in which general education teachers provide report cards and progress reports.

1.30: Students in Other Subgroups

Former Foster Youth

HCCS students are identified as former *Foster Youth* through enrollment applications. HCCS tracks students formerly in foster care through CALPADS. Students' assigned school counselors at HCCS meet the needs of each student individually by providing access to resources (e.g., clothing closet, food pantry) or to partners and mental health providers who are readily available to assist with the mental health needs frequently associated with students formerly from the foster care system. Interventions for students formerly in foster care are provided as needed through an SST (Student Success Team) process, which is provided depending on need based in academic and behavior performance. Additional support is provided to HCCS former Foster Youth through our student meetings and teacher and administrator open door availability. Teachers track how former Foster Youth are performing academically in their SST Action Plans after each benchmark to ensure they are maintaining growth.

Standard English Learners

Standard English Learner (SEL) students who speak African American Vernacular English (AAVE) and Latino American Language have mastered a language variety that is of a non-mainstream form. Each of these varieties is based largely in English vocabulary and grammar but employs its own phonological, lexical, syntactic, discourse, pragmatic, and usage features. These non-mainstream varieties are systematic and highly structured, with explicit rules for forming sounds, words, and sentences and are highly effective and useful as language systems in their communities of practice. The retention and application of the complex linguistic rules of these English varieties generate differences between the students' home speech and the language of the school. SELs are identified through examination of writing samples since SELs tend to write in an oral style that reflects the dialectical variance. Teachers and Specialists meet the needs of this subgroup through daily classroom instruction and support. HCCS provides focused professional development for its instructional team and monitors the progress of students in this subgroup through assessments and tasks that identify features of AAVE and Mexican American English such as students' ability to use context clues, word parts, multiple choice, examining writing samples, and monitoring fluency.

"A Typical Day"

1.31: A Day in the Life of HCCS

Many of our students start their day with their children, getting them ready for school, walking them to school, to the bus stop, or dropping them off in their car. Some of our students bring their small children to school at HCCS with them for play care. For our night classes, our students often arrive at school right after work.

Once our students arrive at school, they go to class, greet their teachers and classmates, enjoy tea or coffee, and settle into class. Days typically start with a warm-up, reading, or discussion to get students' brains warmed up and excited for the day ahead. Our teachers utilize thought provoking subjects to spark our students' intellect.

All of our classrooms utilize technology—many of them in very innovative ways. You may find a teacher utilizing Google Classroom and assigning projects to students which they receive on their personal cell phones. Other classrooms may utilize personal laptops where students can independently research topics, use web-based tools in study groups, or work on their resumes. Each teacher is able to tailor the classroom technology to his/her student population. For our multilevel high school classes, students are grouped at tables by the subject they are currently studying and work as a team towards their projects or work.

One of the most cherished experiences of our students at HCCS is the diversity of our "HCCS family". We have students from over 60 countries who speak 30 different languages. Our students become friends, support systems, mentors, and sometimes family during their time at HCCS. While walking our campus at lunch or break time, you will find diverse groups of students socializing together, laughing, or sharing food. Food is a huge part of the HCCS culture. It brings people together, allows our students to share their culture, and strengthens the relationships of our students.

Our high school students rotate classes based on their credit deficiency and level. A high school student's typical day could start in our English classroom, where they are reading a novel, then go to their pre-algebra or algebra course, where every student who walks through our doors with math anxiety leaves with confidence and appreciation for math, and their day may end in a career success class where they are learning about soft skills, interviewing techniques, and proper career attire.

During their time at HCCS, our students will come into contact with a number of different support personnel from paraeducators in their classrooms who can provide one-on–one assistance to career counselors in the student success center who can assist with record expungement, license reinstatement, and refer students to part-time employment to survive while attending school. Their counselor checks in with them on a regular basis, and our clear connection group provides a weekly support group for students who are dealing with a variety of addictions.

Student Biographies

Lupe Aguilera spent most of her life making noise so that someone would notice her. As a child, who grew up in a family of 14 siblings, Lupe was never given the recognition or support she needed to believe in herself. What's worse is that no one believed her when she told them she was being abused in her own household. "It got to the point where I wanted to just shut myself out. So I got myself into trouble all the time because I felt like my mom wasn't paying attention to me," Lupe said. "I thought if I got into trouble, maybe she would start paying attention to me." When she realized no one was listening, Lupe said she started to act like the housemaid in order to get herself away from her abuser. She would clean up the five-

bedroom, three-bathroom home once a week so that she could get permission to leave for as long as she liked.

Lupe went from couch to couch, family to family, group home to shelter, trying to find someone, anyone who would care. Finally, she found that one person who turned it all around for her, but it wasn't until much later in her life—after she had already had two children of her own. "I was in the shelter with my kids, and I was still messing up—still coming home late and drunk. I couldn't get it right. After a while, the workers at the shelter called me in. They were just tired of me because I couldn't get my shit together," Lupe remembers. They all sat Lupe down at a table and told her that everyone had voted her out, that no one wanted her there anymore, and that they didn't see anything in her. They told Lupe what she had been convincing them of all along—a truth she had believed herself.

"But there was this one guy there. His name was Jeff, and I'm never going to forget hi. He told me, 'I do see something in you, and I think you should stay. I think you should work this program like I know you can.' And ever since he told me that and believed in me, I got my shit together. I think I was just always looking for someone to do that, but I didn't know that it was that I needed," she said. Finding her place in this shelter helped Lupe to understand that when you fall down, it's okay to ask for help getting back up. "When I initially left to join the shelter, I told my parents, who I was living with at the time, that I was going to a hotel because I knew they would disown me if I told them. They had too much pride and thought they could help me themselves. Plus, me living with them was providing them with more disposable income," she said.

But once Lupe broke down and told her parents, the opportunities started opening up. "They were so mad at me," Lupe said as she started to cry. "I just told them that it's good for me and good for my kids and that I'm trying to be something better that I know I can be." Shortly after, Lupe earned a spot in transitional housing and started making strides for herself and her family. She started working full time and attending AA and NA meetings. "I couldn't believe I was making moves without having a partner by my side," Lupe said, "because Mexican women think that we need a partner to be with us because they are going to be our suppliers for everything and that we gotta depend on them, but it's not true. We need to know that we can depend on ourselves."

The outreach that she received through her shelter and those giving back in the community shook Lupe to her core. "It was so crazy—I never knew there were people out there like that. It made me change my ways," she said. Lupe said when she looks back on the years of her life that were spent high, she remembers how desperate she felt and doesn't want to ever return there. "I was going crazy. Like I would see or hear things that weren't even there. I would take so many pills, and I would faint," she said. "I just want to be better. My mom has always been that person who takes advantage of everybody. So I didn't want to be like my mom, and I still don't want to be like my mom. I think that's why I try to do everything I can for my kids now."

Lupe's relationship with her children has evolved greatly over the years, and she has finally won custody of her boys from a relationship which caused her much turmoil in her past. "Going through the custody battle with my kids was so hard because I couldn't read or write. I was constantly using my phone and talking to it to see how things were spelled to write it down on all that formal paperwork. It was hard," Lupe said. "I've come so far, and I won't stand for things anymore. I'm not going to be cleaning up after anyone else for the rest of my life." Now is the time in Lupe's life where she is focused on herself and her family. The first step in that journey was her graduation from Highlands Community Charter School on January 25, 2018. She is also an employee, working in the Clothing Closet and providing resources to those of our students in need. It was Lupe's vision to develop a mobile clothing closet for our school, which has made resources more readily available to those who are not on our main campus.

Brian is a 32 year old who attended 8 different schools from elementary to high school due to behavioral issues. He was given an IEP for his ADHD and never had expectations of success for himself. He dropped out of school in 10th grade, joined a gang, and started selling drugs to buy what his single mother couldn't afford. His choices led him to multiple incarcerations, never working an honest job, and a severe lack of self-confidence. While Brian was on probation, he was referred to a community partner for permanent housing where HCCS provided on-site education. Brian enrolled in our High School Completion program and our Truck Driving program to earn his diploma and Class A License. Brian faced significant challenges with Math and required one-on-one support and instruction. In the past, Brian had significant anxiety and struggles with math. HCCS was able to provide assistance to Brian, and he was able to pass his Algebra class and build his self-confidence and ability to succeed in school. While studying for his high school diploma, he also took our Truck Driving Pathway and earned his Class A License. Passing his Class A Permit test was a huge confidence builder and one of the first successes he's had in his life. This gave him the confidence to learn the skills necessary to pass his behind-the-wheel test and earn his Class A License. With a high school diploma and Class A License under his belt, Brian was able to go out and start his first job. This is a huge accomplishment for Brian! Now, two years later, Brian is still working as a Truck Driver for a local distribution company, earning a livable wage, supporting his family, and giving back to the community.

Shatoya is a 26-year-old high school dropout. She dropped out of school after her mother passed away when Shatoya was in the 11th grade and was placed in foster care. In and out of different homes and dealing with the death of her mother, Shatoya was not able to recover and stay in school. Shatoya lives in the Del Paso Heights neighborhood and was riding the bus one day when she saw a sign for Highlands Community Charter School and decided to stop and see what we had to offer. Shatoya always promised herself that she would earn her diploma for her mom and for herself. She enrolled in school and started the next day. At HCCS Shatoya became very active in student government, tutored her peers, and volunteered with the food distribution program. She earned a 4.0 and had perfect attendance during her time here. The teachers and staff recognized the bright young woman's potential and encouraged her to go to college and continue her education after graduation. Upon graduation, Shatoya enrolled at American River College to become a social worker to help young girls like she once was and change lives. While at American River College, she used her skills and passion from Highlands Community Charter School and assisted in the development of a student food pantry for students. Shatoya earned her associate degree and is currently working for the County of Sacramento while continuing to pursue her education and a bachelor's degree.

Blanca is a mother of 4 and an immigrant from Mexico. She worked at Jack-in-the-Box for 12 years as a manager to support her family. Blanca enrolled in our ELD program to improve her English and get a better job. She entered our program with good speaking and listening skills but needed to improve her reading and writing skills in English. Blanca spent 18 months in our ELD program, moving from Level 3 to Level 7. After completing Level 7, Blanca took our Bridge to high school class and re-designated to our high school program. While attending our High School Completion program, she was able to finally pursue her dream of getting a better job by taking our Early Childhood Education pathway and earning her Child Development Associate Credential. Blanca is currently taking Algebra, Economics, and interning with our Play care program. When Blanca walks the stage to receive her high school diploma with her children and husband in the audience, she will be living out her dream of a better job, showing her kids you can accomplish anything you put your mind to, and creating generational change.

Katya is a 30 year old immigrant from Ukraine where she was a bank manager. Katya came to the United States as an adult with her husband who was a successful lawyer in Ukraine. Katya had a basic understanding of English from her education in Ukraine, but wasn't confident in her speaking skills because of her accent. When Katya and her husband came to the United States, they had $120 and an empty apartment. Katya's husband worked as a pizza delivery man at night to support their dream of becoming successful in the United States. Katya was able to connect with our student services staff who coordinated

a donation of furniture, clothing, kitchen items, and toiletries for their home. Katya enrolled in our High Beginning ELD class and took her studies very seriously. She made a lot of friends from different countries, and they met outside of class for coffee to practice English and explore Sacramento together. Katya moved quickly through the levels and progressed to our ELD Bridge class in one year while also volunteering in a lower level class in the afternoons. Katya's teacher saw her potential, work ethic, and positive attitude and recommended her for a paraeducator position at HCCS for a literacy level course. Katya is now an employee of Highlands Community Charter School and loves giving back, changing lives, and encouraging students on their journey.

Elements 2 & 3: Measurable Pupil Outcomes and Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

2.1: Description of Measurable Goals and Objectives

HCCS' annual goals and unique educational goals/objectives may be found in *Element 1—1.8: HCCS Annual Goals and Actions*

Measurable Pupil Outcomes: Summative Assessment Performance Targets

2.2: Specific Performance Targets

HCCS' specific performance targets may be found in *Element 1—1.8: HCCS Annual Goals and Actions*

2.3: Plan for Assessing Student Growth and Achievement

HCCS' annual measurable goals may be found in *Element 1—1.8: HCCS Annual Goals and Actions* (IF included in LCFF)

2.4: Other Performance Targets

HCCS' annual measurable goals may be found in *Element 1—1.8: HCCS Annual Goals and Actions* (IF included in LCFF)

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

3.1: Monitoring and Measuring Student Progress

Measuring Student Progress
At HCCS our assessment procedures are essential accountability tools and help us to improve instruction and ensure student success. Our assessments and assessment results allow us to measure and track student progress. As we previously discussed in Element l, all of our curriculum objectives and assessments are aligned to the Common Core State Standards. Other formative and summative assessments are intended to assist us in the following areas:

- To inform our teachers of their students' levels and needs
- To ensure teachers recognize both areas of strength and growth and can supplement instruction where it is needed
- To provide our students with meaningful feedback about progress toward goals
- To ensure our school is making progress toward our vision, mission, and schoolwide learner outcomes
- To compare our school's academic performance data with other similar schools

As part of our instructional program, we assess students using a variety of assessment tools, including formal and informal assessments. We believe that all students excel academically when they are held to high standards and that all of our students meet our curriculum standards which we utilize to continuously assess our students' progress.

HCCS Assessments and Frequency

Enrollment Assessment
At HCCS we assess all of our ELD and high school students as part of the enrollment process. The assessment process varies between programs, but both programs assess all incoming students during registration.

ELD Placement Test
For our ELD students, we use two types of assessments. For reading, listening, and math we use CASAS and for writing and speaking we use in-house benchmark assessments designed by our Lead ELD Teachers and approved by our Director of Curriculum and Instruction. Our CASAS assessments are paper-based for our Literacy students and are computer-based for our Beginning Low to Advanced students. For our speaking test, the teacher begins by introducing themselves and asking the student basic conversation questions, such as their name and how to spell it. Then the teacher presents images to the new student and asks leveled questions about the pictures. The purpose of the speaking test is to illicit as much English as possible within the context of the images. If students can appropriately respond to questions, the teacher continues showing images and asking increasingly difficult questions. Students are then given a speaking level based on the test. After the speaking assessment, students are asked to respond to a leveled writing prompt that correlates to the level they received on the speaking test. If the writing prompt is too difficult, the teacher can give them the prompt that is a level below. The purpose of the writing prompt is to get a sample of the writing that represents the students' ability. The writing assessment is then graded, and the student is placed in the appropriate class.

High School Placement Test
For our high school students, we only utilize CASAS assessments as part of our new student enrollment. High school students are assessed in reading and math and placed in classes based on their enrollment

assessments as well as their transcripts. For our ELD students who are moving into our high school program, we assess them in reading, listening, and math to ensure that they are ready to enter high school.

CASAS Assessments

The one assessment tool that is utilized as a universal screener across all programs is the Comprehensive Adult Student Assessment Systems (CASAS). This nationally recognized assessment system integrates Common Core Standards which align to our curriculum in both ELD and high school programs. All students are provided these universal screeners to initially assess placement level and later on to assess learning gains throughout their time at HCCS. Additionally, we use CASAS to track our students' levels and progress through our ELD and High School Completion programs. After the enrollment process, students are CASAS tested on average every 6 to 8 weeks. Our goal is for students to improve by one level per every term, where one level is equal to a minimum of one point and a maximum of ten points.

Teacher Designed Formative Assessments

At HCCS teachers utilize many informal assessment techniques to ensure student learning in the following subjects: reading and vocabulary, writing and grammar, speaking and pronunciation, listening, technology and computer literacy, math and consumer economics, science, history/social science/ community resources/government and law, and health and independent living. Assessment tools used to monitor student progress include:

- Benchmark assessments
- Oral class presentations
- Multimedia presentations
- Journal writing
- Independent class projects
- Essays
- Tests and quizzes
- Daily homework
- Book reports
- Movie reviews
- Portfolios
- Group projects
- Research projects
- Grammar diagnostics
- Reading comprehension checks
- Workbooks

Key Measurement Methods

Measurement Outcome	**Method of Measurement**	**Frequency of Assessment**
CASAS Gains	CASAS Reading, Listening, and Math assessments	Every 6 to 8 weeks
ELD Unit Assessments	Theme-based objective assessments	Monthly
ELD Content Mastery	End of term assessments and course grade	At the end of each term
High School Content Mastery	Course assessments and course grades	At the end of every high school course

Evaluation Methods

At HCCS evaluation is based upon a variety of evaluation methods to measure whether students meet requirements; these include teacher evaluation, self-assessment, publisher tests, and samples of work such as homework or portfolios. While course completion does not include an end-of-course evaluation such as a standardized test, many assessment types are implemented. Formative assessments that have been aligned to the state standards for the various units of study for the academic courses are used. For example, our U.S. History course has several standards-aligned units of study, each of which has a schoolwide, formative assessment tool that is used as part of the completion process. At HCCS our students are a very diverse group at varying levels. Through the guidance of our Director of Curriculum and Instruction, we elected to use formative assessment as part of the assessment process and throughout smaller units as a basis for some of the skills assessment. In this manner, we have one form of assessment that we can use to indicate proficiency for smaller units in a course. These formative assessments are only one measure of assessment. Evaluation measures are varied and include projects, teacher evaluations, work samples, etc. At HCCS we evaluate a number of common core standards such as presentation skills in the listening and speaking standards, integration of technology, or demonstration of research skills. One of the primary roles of providing instruction is to evaluate the student's proficiency and skills acquisition, and we use multiple measures of assessment in our courses as part of our course evaluations.

Multiple Assessments
At HCCS we use CASAS scores as one measurement of a student's proficiency and skills attainment; however, they are not the only measure. CASAS scores help us to identify strengths, challenges, and areas of need. As an accountability measure, they are also in alignment with how CASAS scores are used along with the State's accountability indicators.

HCCS utilizes various methodologies to determine students' levels of academic success and, ultimately, their ability to graduate. These evaluations are based upon a variety of evaluation methods to measure whether students meet requirements; these include teacher evaluation, self-assessment, publisher tests, and samples of work such as homework and formative and summative tests and criteria.

The practice of using multiple assessment measures in a classroom is a generally accepted teaching practice. In fact, a teacher who relies solely upon a standardized test does not provide a platform for evaluating a number of Common Core standards such as presentation skills in the listening and speaking standards, integration of technology, or demonstration of research skills. An evaluation of such skills has long been the professional purview of a course's teacher. One of the primary roles of the teacher besides providing instruction is to evaluate the student's proficiency and skills acquisition. Further, the completion of a course by a standardized test is not a requirement for any school for the issuance of the course's credits.

Data Analysis and Reporting

3.2: Plan to Collect, Analyze, Use, and Report Academic Performance and Other Data

At HCCS we use assessment data in four primary ways. First, we want to assist student learning as a diagnostics tool by determining which specific content areas a student has not mastered so they can improve their learning in that specific area. For teachers, this means truly understanding our students' strengths and weaknesses. We want to ensure that if a student is falling behind in an area, we can provide them with the tools they need. We have paraeducators in English and math and Reading and Literacy Specialists. If we understand where our students need to improve, we can assist them.

Second, we use aggregated measurements of student learning as part of the measurement of how the school as a whole is performing. This is a critical component for our stakeholders. At HCCS we have a team of professionals who analyze academic performance data. We look at everything from enrollment and enrollment assessments to demographic data, CASAS assessments and gains, grades, graduation rates and retention data. By analyzing student learning by year, we see how we are doing by teacher, course, program, and school compared to similar schools.

Third, we use assessment data to determine if a student has met or exceeded the necessary level of competency to gain formal recognition such as to complete a level or receive a diploma, licensure, or certification. In our ELD program, when a student meets all of the content and level objectives with an M, the student completes the level and moves to the next course. CASAS scores and teacher assessments are also considered part of the level completion process. For high school students, they complete courses when they earn a C or higher and have earned the required credits.

Lastly, we use assessments to determine if a student is underperforming in relation to their peer group, and we then evaluate if intervention supports are required or if the student is in the appropriate course. There are times when students are enrolled in courses that they are not able to complete. At HCCS one use of assessment is to ensure that students are appropriately placed. In some instances, it is imperative that a student enrolls in a remedial course to get the academic support they need, while other times the student can get support from their teacher, a paraeducator, or a specialist who will work with the student until they are able to complete course materials and assessments.

Grading, Progress Reporting, and Promotion/Retention

3.3: Grading and Progress Reporting Systems

English Language Development Grades

At HCCS we have two grading systems: one for ELD and one for high school. Our ELD grading system is M, A, D, and E.

M is for a student who is meeting or exceeding standards. This student regularly turns in assignments on time that are of A or B quality. This student would also be eligible to advance to the next level within ELD.

A is for a student who is approaching standards. This student is submitting assignments of average quality much like you would see with a C student. This student is trying but may be struggling with content and needs more time in this level. This student is not eligible for level advancement.

D is for a student who is still developing an understanding of the standards at the time grades are assigned. This student might submit assignments of below average or D quality or might be unable to complete assignments on time because they are new or because the content is too difficult. This student is not eligible for level advancement but may need to be dropped one level for comprehensible input.

E is for a student with emerging understanding of standards. At HCCS this grade is reserved for a student with poor effort to complete assignments. The assignments submitted by this student would be of very poor quality or similar to an F student.

At HCCS we first started the ELD grading system, MADE, at the end of the 2016–17 school year. Prior to the 2016–17 school year, we did not have an ELD grading system in place. It was created to ensure that the

ELD students were proficient and meeting each level objective stated within HCCS's ELD curriculum before moving to the next level. It was also created to show ELD level completion, as M indicates that an ELD student is ready to move the next level. ELD students receive grade reports at the end of each term.

High School Grades

For our high school students, we use the traditional grading system A, B, C, D, and F. For GPA points, an A has a value of four points, B has a value of three, C has two, D has one, and F has zero. Although teachers may add a plus or minus to a grade, they do not impact the students' GPA. In high school, students must receive the letter grade of C or better to pass a class or earn credits. If a student receives a grade lower than a C, they must complete alternative assignments until they can get a C or better in the class. During the 2014–15, 2015–16 school years, high School students received grades every six weeks. During the 2017–18 school year, we transitioned from a six week grading period to an eight week grading period. In the 2018–19 school year, we transitioned to a nine week grading period.

Promotions

At HCCS there are two systems to address level promotion and graduation: one for ELD and one for high school. At HCCS our ELD students are promoted to the next level when they have met all of the curriculum objectives for that level and have received the grade of M. For the 2016–17 and the 2017–18 school years, ELD students received grades every 12 weeks and were eligible for level promotion at that time. The grading schedule changed for the 2018–19 school year to every nine weeks. Although ELD students do not earn credits for their classes, our high school students do.

At HCCS all of our high school students are enrolled in our high school program into twelfth grade and remain in the twelfth grade until they are eligible to graduate. While our high school students are not eligible for grade promotion, they are eligible to graduate when they have earned enough credits. Our high school students are eligible to graduate when they have earned 200 high school credits: 100 Academic, 90 Elective, and 10 Career Technical (CTE) credits. As part of the 200 credits, transfer credits and employment credits count toward this total. High school credits are awarded by 5 credits in 9 weeks and 10 credits in 18 weeks. Currently, high school credits are awarded every nine to eighteen weeks at the end of each course when students receive course grades.

Retention

At HCCS we address retention through the development of school-based student engagement systems and strong partnerships that support teaching, learning, and student achievement. These student engagements systems coordinate efforts to strengthen two-way communication between students and the school. We have many professionals who support retention: Navigators, Reclassification Specialist, Reading Specialist, Transition Specialist, and Student Engagement Liaison. This collaboration not only helps student relations but also increases student achievement and retention.

Program Audit

HCCS will compile and provide to TRUSD an annual performance report. This report will, at a minimum, include the following data:

- A summary showing student progress toward the pupil outcomes using data from the assessment instruments.
- A summary of major decisions and policies established by HCCS Board of Directors during the year.
- Data on the level of student involvement in HCCS and summary data from an annual student satisfaction survey.
- Data regarding the number of staff working at HCCS and their qualifications.
- A copy of the HCCS health and safety policies and/or a summary of any major changes to those policies during the year.

- An overview of HCCS admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of HCCS's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

Element 4: Governance

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. **(Ed. Code § 47605(b)(5)(D).)**

Governance Structure

Highlands Community Charter School is a directly funded independent charter school operated by Highlands Community Charter and Technical Schools, a California non-profit public benefit corporation, pursuant to California law. The Charter School agrees to maintain its non-profit public benefit corporation in good standing and "active" status throughout the term of its Charter.

The Charter School is governed by the Highlands Community Charter and Technical School's Board of Directors (the "Board") which is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability. The Board operates in accordance with its adopted by-laws and delegates management to key HCCS staff, the Executive Director, Director of Curriculum and Instruction, and Chief Operating Officer. The Board is not involved in handling the day-to-day details of running the charter school.

HCCS operates autonomously although in close harmony with Twin Rivers Unified School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between HCCS and TRUSD. Pursuant to California Education Code Section 47604(d), TRUSD will not be liable for the debts and obligations of HCCS, operated by a California public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by HCCS as long as TRUSD has complied with all oversight responsibilities required by law.

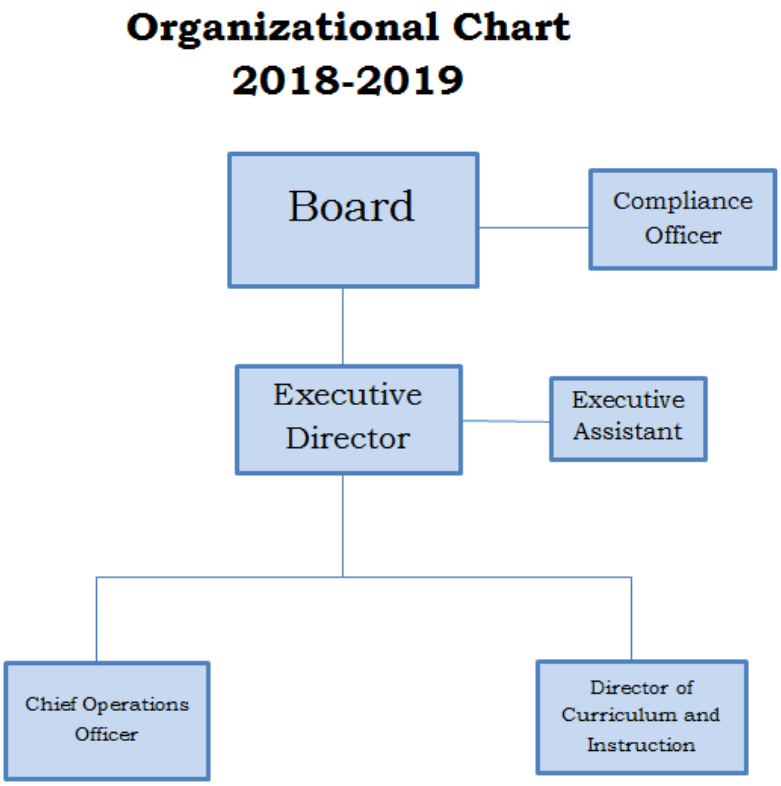
4.1: Governance Structure

HCCS agrees and acknowledges that the governing board of HCCS is the sole controlling governing body for the Charter School. The Board of Directors is responsible for governing the Charter School. The Board Members each have a personal fiduciary duty to look out for the long-term well-being of the Charter School. The Board is responsible for addressing major matters including, but not limited to, the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; the Charter School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of the Charter School and its students; setting the Charter School's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; selection, hiring, evaluating, and termination of the Charter School's Executive Director and Compliance Officer; approving personnel policies and monitoring their implementation; establish broad support and future partnerships to further the mission assuring that the Charter School fulfills its charter contract; and, strategic planning.

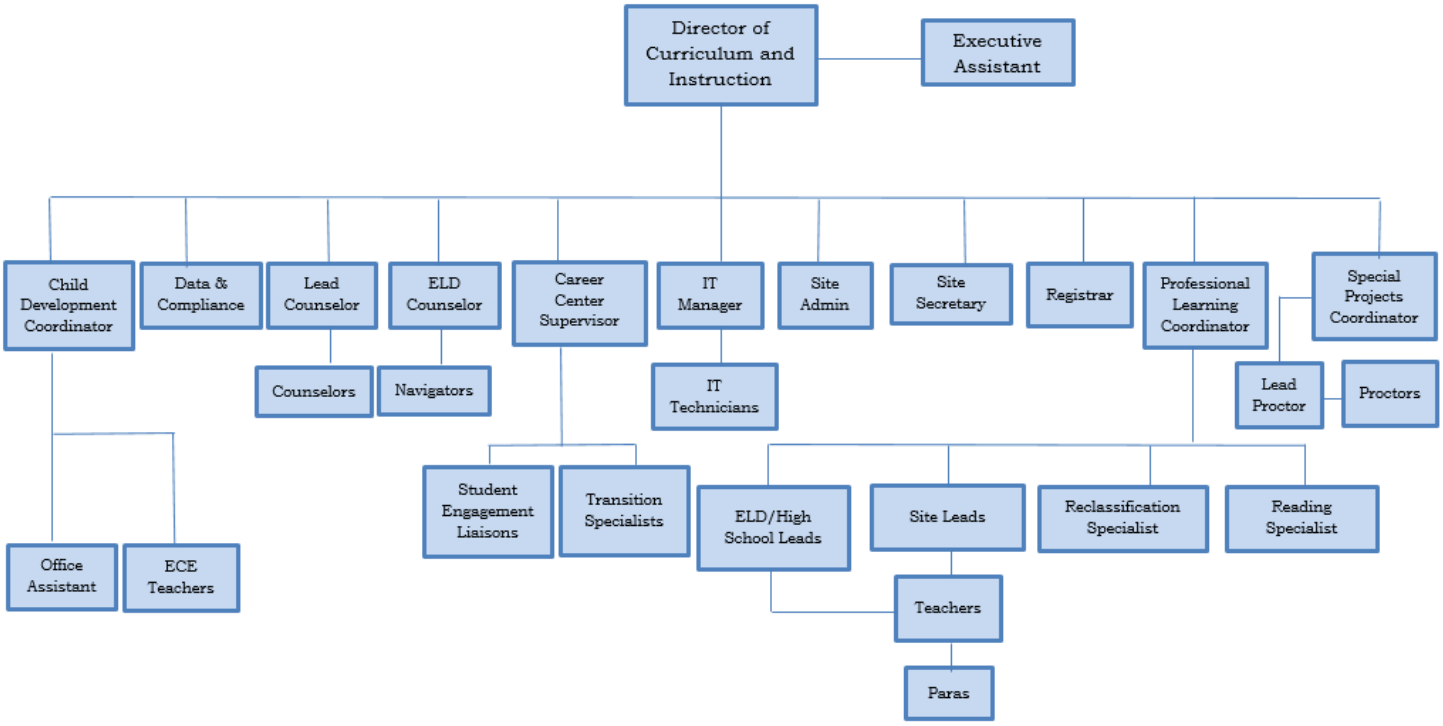
HCCS has adopted a conflict of interest code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. Notwithstanding any rule, regulation, provision, or Corporation Bylaw to the contrary, the HCCS' Board of Directors and the Charter School shall at all times and in all respects comply with all conflict of interests laws generally applicable to the District's Board of Trustees, including but not limited to, Government Code section 1090 and the Political Reform Act. The responsibilities of the HCCS Board as further outlined in the Bylaws include but are not limited to:

- Uphold the Vision of the Charter School.
- Oversee the implementation of the HCCS's charter.
- Provide notice and hold meetings in compliance with the Brown Act.
- Create and implement goals for the Charter School.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest Code.
- Provide oversight of instructional programs and materials.
- Approve and provide input for student policies.
- Monitor management of school liabilities, insurance, health, safety and risk-related matters.
- Receive and review quarterly financial reports and the yearly financial audit.
- Work with chief administrator to set goals.
- Enact policies to support the successful operation of HCCS.

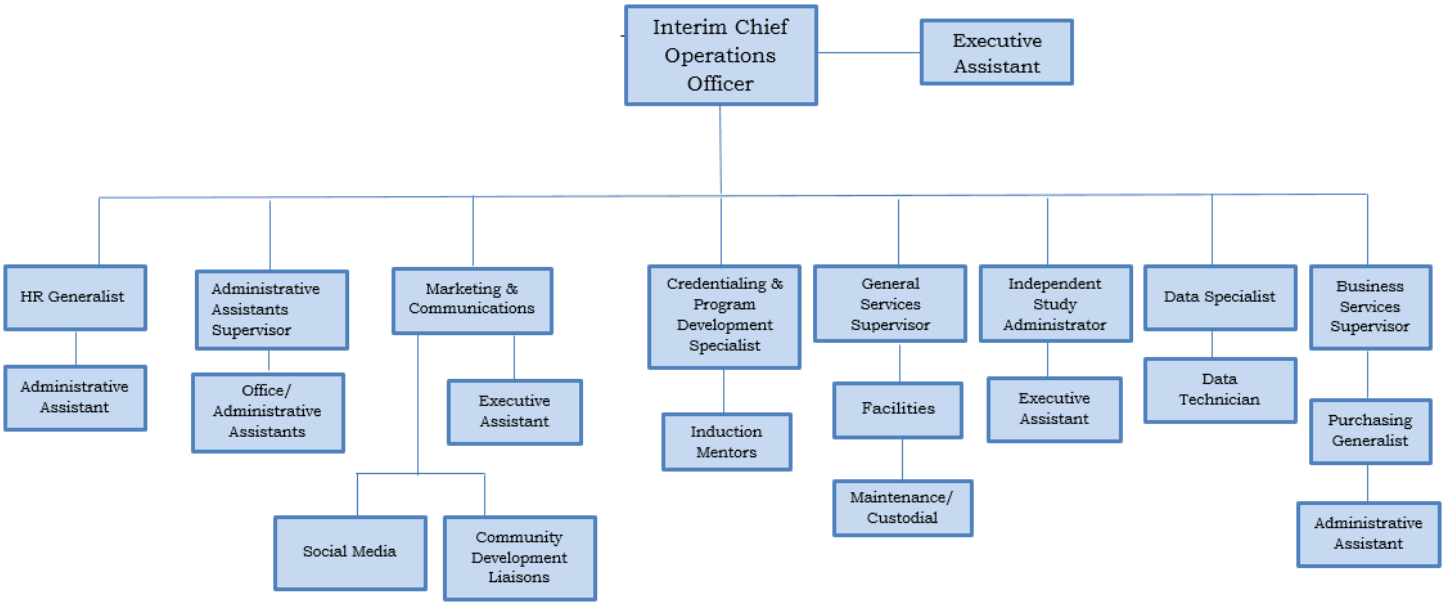
The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established, and consistent with the Articles of Incorporation. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Other key and Executive employee roles and positions seen in the following organizational charts are described below.



Instructional Division
2018-2019



Operational Division
2018-2019



The Executive Team at Highlands Community Charter School plays a critical role in creating, improving, and maintaining a meaningful learning environment that promotes the academic progress of our students. The executive team includes an Executive Director, Director of Curriculum and Instruction, and the Chief Operations Officer. Through high quality leadership, our executive team successfully develops, implements, and evaluates school systems and policies, including but not limited to finances, assessment, facilities, and accountability measures under the direction of a school board.

Our *Executive Director* assumes administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of HCCS and for the performance appraisal of the staff. It is the responsibility of our Executive Director to oversee the school facilities, selection and employment of HCCS personnel, evaluation, promotion, termination or discipline of HCCS personnel, and the preparation and submittal of reports as directed by the Board, to include regular goals and forecasts as directed. The HCCS Executive Director manages the day-to-day operations of HCCS by preparing and submitting required budgets and reports as required by a charter school. Our Executive Director develops partnerships for providing educational services by HCCS, interacts with HCCS accountants and attorneys, and performs other duties lawfully assigned by action of the Board.

The *Director of Curriculum and Instruction* provides leadership and focus for the development, coordination, implementation, and evaluation of instructional quality and content of curriculum and instructional materials, technology infusion, and professional development programs for Highlands Community Charter School.

The *Chief Operations Officer* plans, organizes, monitors, coordinates and supervises a complex system of school operations, including but not limited to: staff evaluations, student engagement, school safety, employee performance, school climate, data analysis and impact on instruction, organizational alignment of curriculum per the Director of Curriculum and Instruction, budget development, professional development for classified employees, leadership training, and community partnerships. The Chief Operations Officer provides leadership in promoting the educational objectives and values of collaborative planning, implementation of the decided curriculum per the Director of Curriculum and Instruction for classified employees, effective instructional practices and support programs and services, and directly supervises HCCS individual department leadership.

In order to ensure that the Board of Directors, officers, management, and employees are in compliance with applicable statutes and regulations, that HCCS policies and procedures are being followed and that behavior in the organization meets the HCCS standards of conduct, HCCS employs a *Compliance Officer* who functions as an independent and objective person who reviews and evaluates compliance issues/concerns within the organization.

Governing Board Composition and Member Selection

4.2: Board Composition

HCCS is governed by a corporate Board of Directors in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. The Board of Directors has nine (9) voting members, including a TRUSD appointed representative. Each director brings significant experience and strong commitment to the organization. The current HCCS Board of Directors includes:

- Ernie Daniels, Corporate President

- Doyle Radford, Vice President
- Matt Powers, Corporate Secretary
- Sharon Rocco, Board Member
- Rick Jones, Board Member
- Sonja Cameron, Board Member
- Sondra Betancourt, Board Member (TRUSD Representative)
- Kevin Ferreira, Board Member
- Mellonie Yang, Board Member

The Board addresses program concerns regarding the operation and improvement of Highlands Community Charter School. The Board is the final policy-making authority for Highlands Community Charter School. The Board, working with the Executive Director, recommends programs, policies, and schedules designed to meet the evolving educational needs of HCCS students and teachers.

In order to be more inclusive of representation programmatically of our students and community, the board voted and appointed new members Ernie Daniels and Kevin Ferreira in August of 2017, and Mellonie Yang in February of 2019. Mr. Daniels is a longtime community member who has strong ties to the community. He has a very keen sense of awareness of the local populace and serves on a variety of local community organizations. Mr. Ferreira is the President of the Craft Trades of Northern California which include: local iron workers, carpenters, and electricians. The knowledge he possesses in regard to understanding and forming community partnerships with business entities is invaluable. Ms. Yang joins our board with nearly 20 years of public service attorney experience. She is the Senior Staff Attorney for California Department of Correction and Rehabilitation. In her many years of service, she has advocated for public safety and on behalf of victims including elders and children.

As of July of 2017, Ms. Sondra Betancourt joined our Board of Directors by appointment from our authorizer, the TRUSD. Her appointment appropriately addressed the need to ensure that a community member was appointed by the authorizer as the former member that was appointed had previously served as a Board member on the Twin River Unified School District.

The changes in our governance structure have provided a broader scope, depth and level of inclusiveness to how we operate our school as a whole. We represent our community and students with better comprehension. Particularly, with the addition of the appointed representative from our authorizing district, the level of mutual understanding and transparency for both Local Educational Agencies (LEA)s has increased significantly.

4.3 Member Selection

HCCS is governed by the Board of Directors pursuant to the adopted Bylaws, as may be subsequently amended from time to time, which shall be consistent with this charter. The process of selecting members of the Highlands Community Charter School Board of Directors is described in detail in the Bylaws of the organization. All Directors are designated by the existing Board of Directors. As outlined in the Bylaws, Board members serve a term of 3 years. The HCCS Governing Board of Directors will consist of at least three (3) members or up to as many as eleven (11) members. TRUSD may appoint a representative to sit on the Board of Directors. Should the District exercise this right, causing an even number of members, an additional Board member would be designated by the Board. These additional appointed and designated Board members may expand the board past the general limit of 11 members.

Board member candidates may have experience in the following areas:

- K–12 Education
- Finance
- Information Technology
- Law
- Marketing
- Public Policy
- Facilities / Real Estate
- Social Services
- Human Resources
- Child Development
- Non Profit
- Parent / Community

Ideal candidates demonstrate an understanding of, alignment with, and endorsement of the charter and mission of HCCS, possess a willingness to dedicate themselves to ensuring the success of the Charter School, understand the Charter School as a direct-funded, independent charter school authorized by TRUSD, and are able to provide resources or expertise and experience in support of the Charter School and organization.

With retention of General Counsel to advise on conflict matters, along with training available to Board members, HCCS has, and will continue to be proactive to prevent any actual or potential conflicts of interest. HCCS will not enter into any consulting contracts or agreements that are deemed to be a real or potential violation of conflict of interest laws, and our General Counsel will ensure that all Board activities are conducted to prevent such conflicts of interest from arising.

Governance Procedures and Operations

4.4: Meeting Requirements and Procedures

All Board meetings are held in accordance with the Brown Act and are open to the public; each agenda will include time for community input with regards to Highlands Community Charter School. Governing Board meeting agendas are posted at the entrance of the Charter School's main office and on the Highlands Community Charter School website for public viewing 72 hours in advance of any regularly scheduled meeting. Meeting minutes are posted to the HCCS website within 72 hours of approval and are available by public request. Meetings are held at the principal office of HCCS or other locations within California designated by resolution of the HCCS Governing Board of Directors or in the notice of the meeting. The Board meets on a regular basis (e.g., monthly during the school year and as appropriate at other times). Meetings are calendared annually.

4.5: Decision Making Procedures

HCCS retains General Counsel to ensure Brown Act compliance for all HCCS board activities, including decision making procedures. Board members have also been provided with Brown Act reference materials and may participate in yearly meetings held by California Charter Schools Association ("CCSA") and/or Charter Schools Development Center ("CSDC") which feature ethics presentations, including Brown Act and conflict of interest reviews. All Board members are encouraged to participate in such presentations.

A majority of all voting Board members constitutes a quorum for all business transactions except adjournment. Every action taken or decision made by a majority of Board members present at a duly held Board meeting is considered an act of the Board, subject to more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to:

- approval of contracts or transactions in which a director has a direct or indirect material financial interest,
- approval of certain transactions between corporations having common directorships,
- creation of and appointments to committees of the board, and
- indemnification of directors.

Meetings may be held by telephone or other telecommunications equipment pursuant HCCS Bylaws and in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Stakeholder Involvement

4.6: Stakeholder Involvement Plan and Process

It is critical that all students are invested in the success of the Charter School and have a voice in matters critical to the Charter School's success. HCCS believes that student investment is integral to a successful student education, and it is commonly accepted that student involvement can have positive and long-lasting educational results. Therefore, we make every effort to ensure that student input is considered in the Board's decision-making process. To assure the greatest involvement, HCCS provides multiple opportunities for student feedback. We encourage students and staff to attend, speak, and present at Board meetings; we request that students and staff complete various surveys (e.g., English Learner Advisory Committee ("ELAC") surveys, student satisfaction surveys, exit surveys); we proactively reach out to students regularly to encourage them to meet with our counselors to continue discussing their goals and needs; and we are proudly responsive to the feedback we receive.

We encourage and teach our students how to maintain direct influence over the direction of their educational process. Students have equal say, and sometimes, greater say, in their learning according to their academic needs. Our teachers collaborate with students, other teachers, staff, administration, and community partners to determine what new programs and resources would be most beneficial to student achievement and well-being. The birth of our mobile clothing closet, housing resource connections, and ELD Navigators program are all examples of student influence on governance and fiduciary direction of the school.

In planning to draft the LCAP, leadership consults with teachers, administrators, other school personnel, partners, and students in developing the annual update. This feedback is provided during a variety of meetings and discussions schoolwide. Following these meetings, the Executive Director meets with the school leadership team to discuss the changes in the funding formula and how those funds could be used to best meet student needs, after which the Director of Curriculum and Instruction collaborates with the designated coordinator to draft a plan in accordance with State Priorities and local goals. Once decided, the Executive Director and the Director of Curriculum and Instruction meet with school faculty and present State Priorities and the school goals. Goals are then amended based on recommendations provided from the school community. Amended plans are then presented for feedback to staff, students, and all other interested parties at regularly scheduled meetings. All stakeholders are invited to submit public comment and final

plans are approved at a public board meeting. HCCS will consider TRUSD recommendations and comments when drafting its LCAP for the 2019-2020 school year.

Student consultations occur with regular frequency in order to promote student input. We consult students by way of student/teacher collaborations, student/counselor collaborations, email, conventional postal delivery services, phone communication, student surveys, and student participation in school activities. Teachers are consulted regularly through monthly professional development opportunities, instructional collaboration, mentor teaching, email, and staff surveys. Responses gleaned from the student and staff surveys help the Charter School make program modifications to better serve the students.

Other student engagement strategies that we employ include:

- Student education initiative featuring a variety of sessions on topics such as college admissions, financial aid, financial literacy, student rights, etc.
- Posting of Board meeting announcements in the Charter School's main office.
- Translation of student communication materials into Spanish, Russian, Farsi, and Arabic.
- Frequent opportunities for student involvement in Charter School activities.
- Volunteer opportunities on campus.

Additionally, we use our school website to keep our students informed of all upcoming activities, important calendar items, and Board meeting minutes. We promote student involvement by encouraging students to contribute to and drive website content through the sharing of their personal stories which are connected to our website via our Instafeed of social media content.

The Board of Directors may, in its discretion, form Committees, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals.

Element 5: Employee Qualifications

The qualifications to be met by individuals to be employed by the charter school. **(Ed. Code § 47605(b)(5)(E).)**

Overview

HCCS believes that all of its employees play a key role in creating a successful learning environment and will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All employment is contingent upon successful Live Scan reporting through the Department of Justice and a background/reference check. Additionally, staff working with children or working at a campus site with children shall also maintain: First Aid/Cardiopulmonary Resuscitation ("CPR") Certification as part of our internal practice, and current tuberculosis ("TB") testing or risk assessment. HCCS maintains a drug, alcohol, and smoke-free workplace and campus, enforces all applicable laws and policies against harassment of protected classes, upholds requirements for mandated reporters, and provides appropriate due process for complaints, disputes or grievances involving or affecting staff members. Upon confirmation of employment, all HCCS staff shall complete orientation and training as applicable to their position that supports their willingness and ability to fulfill the responsibilities and duties of their position in accordance with the organization's policies and educational philosophy.

HCCS is independent from TRUSD and any District employees who choose to work at HCCS will resign their status as employees of TRUSD or other school districts and all of their rights and benefits thereof. No person employed by HCCS shall be deemed to be employees of TRUSD for any purpose whatsoever. HCCS employees shall have no employment rights of any kind with TRUSD.

HCCS maintains an Employee Handbook detailing the rights and responsibilities of all HCCS employees and shall comply with all anti-discrimination and sexual harassment employment laws applicable to public agencies. On or before August 1 of each subsequent year, HCCS shall provide TRUSD with two (2) copies of the Employee Handbook. HCCS shall annually update and revise the Employee Handbook to reflect changes in the law and/or policies. HCCS shall be solely responsible for the hiring and compensation of HCCS employees, including but not limited to salary, health benefits, sick leave, vacation, and retirement benefits.

All employees will possess appropriate qualifications according to the HCCS adopted personnel policies and federal and state statutes applicable to charter schools.

Employee Positions and Qualifications

5.1 & 5.2: Employee Positions, Job Descriptions, and Minimum Qualifications

Executive Team

The executive team at Highlands Community Charter School plays a critical role in creating, improving, and maintaining a meaningful learning environment that promotes the academic progress of our students. Through high quality leadership, our executive team successfully develops, implements, and evaluates school systems and policies, including but not limited to finances, assessment, facilities, and accountability measures under the direction of the Board. Our HCCS executive team job descriptions and qualifications are outlined below.

Executive Director
Our *Executive Director* assumes administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of HCCS and for the performance appraisal of the staff. It is the responsibility of our Executive Director to oversee the school facilities, selection and employment of HCCS personnel, evaluation, promotion, termination or discipline of HCCS personnel, and the preparation and submittal of reports as directed by the Board, to include regular goals and forecasts as directed. The HCCS Executive Director manages the day-to-day operations of HCCS by preparing and submitting required budgets and reports as required by a charter school. Our Executive Director develops partnerships for providing educational services by HCCS, interacts with HCCS accountants and attorneys, and performs other duties lawfully assigned by action of the Board. Our HCCS Executive Director must minimally possess a bachelor's degree or any experience directly related to the field of work equivalent to a (4) four year degree and program administration and planning experience, preferably with experience in management as an executive officer.

Director of Curriculum and Instruction
The *Director of Curriculum and Instruction* provides leadership and focus for the development, coordination, implementation and evaluation of instructional quality and content of curriculum and instructional materials, technology infusion and professional development programs for Highlands Community Charter School. The Director of Curriculum and Instruction possesses, at a minimum, a bachelor's degree, preferably a master's degree, in a field related to Education, seven (7) years teaching experience in English Language Development, high school core classes or Career Technical Education ("CTE").

Chief Operating Officer
The *Chief Operating Officer* plans, organizes, monitors, coordinates and supervises a complex system of school operations, including but not limited to: staff evaluations, student engagement, school safety, employee performance, school climate, data analysis and impact on instruction, organizational alignment of curriculum per the Director of Curriculum and Instruction, budget development, professional development for classified employees, leadership training and community partnerships. The Chief Operating Officer provides leadership in promoting the educational objectives and values of collaborative planning, implementation of the decided curriculum per the Director of Curriculum and Instruction for classified employees, effective instructional practices and support programs and services, and directly supervises HCCS individual department leadership. The minimum qualifications for this position include any combination equivalent to a four-year degree in business, public administration or a related field, preferably with five years of increasing responsibility and experience in the administration of operational programs in education.

Executive Assistants
HCCS employs executive level support staff members who report directly to their respective Directors. *Executive Assistants* provide administrative support in one-on-one working relationships. The Executive Assistants serve as the primary point of contact for internal and external audiences on all matters pertaining to their Director. The Executive Assistants serve as liaisons to the Board of Directors and senior management and organize and coordinate administrative outreach and external relations efforts. HCCS Executive Assistants demonstrate a high degree of self-directedness, proactive attitudes, sound independent judgment, discretionary decision making, and professional accountability. HCCS Executive Assistants accommodate different work styles, demonstrate sound and consistent judgment, make timely decisions in relatively complex situations, and prioritize among multiple projects. At a minimum, HCCS Executive Assistants have 3 or more years of experience working at a senior and/or administrative level. Possession of an AA/BA or equivalent experience is preferred.

Instructional Division

Highlands Community Charter School recognizes the immense importance of our instructional staff in achieving our mission and the goals set out in our Schoolwide Learning Objectives. Our teachers motivate students and support their achievements while fostering positive, trusting relationships to create a productive learning environment. Our instructional support staff ensure students and teachers are working together in a safe and supportive climate and encourage access to additional resources as necessary. As such, HCCS screens and hires highly qualified staff for our Instructional Division who, under the direction of the Director of Curriculum and Instruction, meet the minimum specified qualifications outlined below.

Administrators

Administrators play a key role in the delivery of quality instruction at Highlands Community Charter School. Our Administrators ensure that educational strategies are in place to support effective learning for all students. They serve as facilitators, guides, and supporters of quality instructional practices in addition to overseeing day-to-day operations and expeditiously making improvements as necessary.

Site Administrators

Highlands Community Charter School employs *Site Administrators* who serve as the operational leaders and administer the site(s), faithfully perform the duties for HCCS in accordance with Board Policies as may be assigned by the Board, and comply with all lawful Board directives, state and federal law, rules, and regulations as they exist or as they are adopted or amended. The HCCS Site Administrators hold bachelor's degrees or an equivalent combination of experience, training, and education with prior experience working in an academic leadership capacity.

Coordinators

Coordinators are an integral part of the academic team, supporting various elements of the instructional program, supervising instructional staff, effectively delivering curriculum through staff training, supporting the achievement of departmental goals, learning outcomes, and benchmarks. Academic coordinators at Highlands Community Charter School are innovative and responsive to student needs. HCCS coordinator position and qualifications follow.

Special Projects Coordinator

To best serve students through an offering of broad course offerings and programs, HCCS employs a *Special Projects Coordinator* to provide leadership and project management to key strategic initiatives in support of quality instruction. The Special Projects Coordinator directs and coordinates the planning, facilitation, and writing of the Local Control Accountability Plan as well as services, accountability, compliance, and other activities connected with targeted academic processes, programs, and projects. In addition, the Special Projects Coordinator reviews and ensures compliance mandates are met for the Workforce Innovation and Opportunity Act ("WIOA") as part of HCCS's ongoing Career and Technology Education programs development, oversees student monitoring, tracking data from internal or external measures to assist second language speakers with achieving reclassification, and understands current practices related to State associated compliance mandates (e.g., Local Control Accountability Plan, WIOA, Categorical programs, and English Language Learners), current requirements for students to achieve graduation eligibility, and matriculation practices related to student credit status agreements with local colleges. The Special Projects Coordinator implements professional learning methods for adult learning, possesses professional presentation skills with small or large group participants and has a proven track record of working successfully with teachers, support staff, and students. The Special Projects Coordinator possesses prior knowledge relating to state mandates such as LCFF-LCAP, WIOA, CTE, is skilled in the use of data management systems, English learner certifications, and has the ability to meet deadlines as articulated by various compliance mandates (e.g., WASC, School Reauthorization, Reclassification).

Professional Learning Coordinator
In addition, supportive efforts include the hiring of a *Professional Learning Coordinator* whose chief responsibility is to coordinate the ELD Program, advise and act in an academic leadership capacity. The Professional Learning Coordinator possesses previous experience coordinating ELD Professional Development and the ability to work with sensitive and confidential information and maintain confidentiality. The HCCS Professional Development Coordinator communicates well with a diverse group of people on a daily basis. Minimum qualifications include 5 years teaching experience and the possession of a valid California teaching credential, the ability to work with sensitive and confidential information and maintain confidentiality and the ability to communicate with a diverse group of people on a daily basis.

Child Development Coordinator
As part of our Early Childhood Education program, our *Child Development Program Coordinator* plans, organizes, and coordinates the Child Development Associate ("CDA") program and the Play Care Program to comply with District, licensing, and other requirements including mandated legal and regulatory provisions; supervises staff assigned to the Center; prepares, recommends, and implements policies, procedures, and operations that pertain to the Child Development Program which includes the CDA credentialing and Play Care Program at all sites. At a minimum, the Child Development Program Coordinator possesses a master's degree from an accredited college/university, preferably in human development, child development, or early childhood education and/or bachelor's degree with a minimum of four (4) years' experience in a child care center environment with increasing supervisory responsibility. The Child Development Program Coordinator has possession of, or eligibility to obtain and retain, a Child Development Program Director Permit issued by the California Commission on Teacher Credentialing; experience in directing a licensed program and the corresponding management experience; and demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of high school students.

Academic Specialists
As part of ongoing and growing efforts to support our instructional team and in order to ensure students are receiving the highest quality instruction and support HCCS can provide, we employ specialists to support school instruction and operations. Each academic specialist candidate possesses the necessary education and professional experience related to their field of specialty to qualify them for the duties and responsibilities of the position. Our specialist positions and qualifications are as follows:

Credentialing and Program Development Specialist:
The Credentialing and Program Development Specialist coordinates and provides analytics, data management, event support, policy and procedure compliance, and technical services to programs such as professional development, curriculum and instruction, and/or sites with standalone, categorical, community-based, or other specially funded education programs that contribute to and encourage attendance and retention for targeted students or groups. The Credentialing and Program Development Specialist is a position that is part of research, data management, analytics, and event support to academic and administrative programs and services, as well as Human Resources. The Credentialing and Program Development Specialist applies program logistics and planning skills along with research, data compilation, and statistical analysis knowledge to provide decision support to a range of programs and services such as those for enhanced learning, professional growth and development, and teacher support. The Credentialing and Program Development Specialist demonstrates success in working with a wide range of stakeholders such as educational oversight agencies, service providers, human resources, school administrators, board of governance, certificated, classified and leadership staff. The Credentialing and Program Development Specialist is responsible for assisting in the hire of new teachers and confirming/guaranteeing their eligibility to teach by providing credentialing analytics. The position requires a well-developed knowledge of school administrative services, programs for developing and retaining teachers, and services for retaining and engaging students, parents/families, and communities; computers, office productivity applications such

as word processing, spreadsheets, and graphics, and specialized data management programs used in education; writing skills to prepare brochures, technical materials, and reports; and human relation skills to make formal presentations, facilitate group processes, and exercise sensitivity to diverse populations. The position requires working knowledge of program goals and objectives, procedures and regulations, the roll of cultural, social, and related activities in student engagement, community demographics; the professional development programs that enhance teaching; and math skills sufficient to read and analyze financial statements. The position requires the ability to carry out all aspects of the job; convert program goals into action plans; evaluate program outcomes; to plan, prioritize, and assign work in order to meet yearly schedules and timelines; facilitate meetings and processes involving diverse groups; maintain confidentiality of private and sensitive information; and secure funding, secure local interagency partnerships, and accomplish goals within financial limitations, maintain productive and cooperative working relationships with others as well as a bachelor's degree or equivalent combination of experience, training, and education with prior experience working in a school setting.

Reclassification Specialist
The *Reclassification Specialist* performs a variety of complex clerical and statistical record keeping duties related to the enrollment, transition, graduation or withdrawal of students including those in special programs, according to established policies and procedures. This individual receives, sets up, and evaluates records, updates files with class credits and grades as needed, evaluates records for compliance with graduation requirements, and maintains and archives academic records. The Reclassification Specialist possesses a high school diploma and college-level coursework in business practices, or equivalent, and three years of progressive experience providing administrative support in records, attendance, and data entry of student information. Additional higher education may substitute for some experience.

Reading Specialist
The *Reading Specialist* works with students who are identified by the Director of Curriculum and Instruction or designee and who have a written 504 plan. The HCCS Reading Specialist provides direct services to these individuals on a one-to-one or group basis. Instruction occurs in an appropriate educational setting and may include the general education classroom. The Reading Specialist, with other Academic Leadership team members, defines specific goals and objectives in the written 504 plan and participates in the annual review, triennial review and any special review of the students' progress. The minimum qualifications that the Reading Specialist possesses are three (3) or more years of teaching experience, including both regular and special education, and a valid and clear teaching credential in either Multi/Single Subjects or Adult Education.

Counseling Team
Our school counselors and other counseling support staff are vital members of the HCCS educational team. We employ counselors to assist each and every student in a multitude of areas including academic achievement, career readiness, and social/emotional health, safety, and development, ensuring our students become productive, well-adjusted participants in the community. Outlined below are the positions and qualifications of our counselors and counseling support staff.

Lead Counselor
The *Lead Counselor* at Highlands Community Charter School manages the Counseling Services Program. This individual provides academic counselor evaluations and program administration while cooperating with the administrative staff in planning curricular programs to meet the needs of students. The HCCS Lead Counselor prepares publications as required and conducts evaluative studies of the school programs and their effectiveness in achieving student learning outcomes. At a minimum, our Lead Counselor possesses a bachelor's degree, and prior job related experience, preferably with progressively responsible management experience.

ELD Counselor
The *ELD Counselor* oversees advising and/or academic program for the English Language Development Program. The minimum qualifications met by the HCCS ELD Counselor are equivalent to a master's degree and experience in counseling, successful experience working in schools as an outside agent, demonstrated experience in developing and managing complex schedules and using effective interpersonal communication skills.

Counselors
HCCS *Counselors* provide counseling and guidance services to students. The Counselors identify and counsel students with special needs and behavioral, social, and school adjustment problems. HCCS Counselors refer students to other community resources, support groups and social service agencies as appropriate. At a minimum, HCCS Counselors possess a bachelor's degree with a major in School Counseling and two (2) years of experience as a high school counselor.

ELD Navigators
HCCS employs *ELD Navigators* under the direct supervision of the ELD Counselor or designee. The ELD Navigators work with English language learners to deliver assistance in the students' native languages whenever possible while connecting to community and school resources and services. The ELD Navigators provide a means for clear communication for students to receive information regarding school activities, procedures, programs, career technical guidance and services available. At a minimum, ELD Navigators possess a bachelor's degree or an equivalent combination of experience, training, and education with prior experience working in a school setting. HCCS ELD Navigators are bilingual or even multilingual, preferably in Spanish, Farsi, or Slavic dialects.

Teaching Team (Instructional)
At HCCS we know that teachers are the direct line for ensuring that our students are able to achieve the goals set forth in our mission and schoolwide learner outcomes. Therefore, we screen and hire only highly qualified teachers. Teachers are responsible for facilitating a learning environment supportive of California state educational standards and HCCS philosophy. Teachers hold a minimum of a bachelor's degree from a degree granting institution and a valid authorization to serve as a California credentialed teacher from the California Commission on Teacher Credentialing (CCTC). Additionally, all teaching staff meets the highly qualified requirements of the Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeeds Act (ESSA), formerly known as the No Child Left Behind Act (NCLB). Accordingly, HCCS teachers of core academic subjects have:

1. A bachelor's degree from a degree granting college or university,
2. A California State teaching credential, or a University Intern Credential while actively working toward completion of a California State teaching credential, or an appropriate Adult Education or other Designated Subjects credentials, and
3. Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through a California Commission on Teacher Credentialing (CCTC) approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE") certification process. Alternatively, as our classes are organized primarily for adults and constitute alternative curricula in Education Code Section 44865, HCCS teachers may fulfill their highly qualified status via California's Verification Process for Special Settings (VPSS). High school teachers teaching in multiple subjects environments are subject to the same requirements. High School teachers working in specific subject matter areas are held to the middle/high school requirements of the ESEA/ESSA as follows:
    a. Successful completion of the applicable CCTC approved subject matter examination;
    b. Completion of a coursework option such as:
        i. a CCTC approved subject matter program;

ii. a major coinciding with the assigned area of instruction;
iii. a major equivalent (32 semester units); or
iv. possession of a graduate degree in the core academic subject area to be taught

c. Normal Board certification in the core academic subject to be taught
d. Completion of the HOUSSE certification process.

California Education Code 44253.1 requires all teachers with a Multi or Single Subject credential serving English Language Learner (ELL) students hold appropriate authorization: CLAD/CTEL/SB 395/AB 2913. While not all HCCS teachers who have Multi and Single Subject credentials instruct ELL students, as a part of HCCS' ongoing commitment to excellence, HCCS strives to prepare every certificated staff member to serve ELL/ELD students by properly equipping teachers with the tools and training needed to serve this high demographic of HCCS students. This commitment and opportunity for professional development is provided both to those holding CLAD certifications through their Multi and Single Subject credentials as well as those who are not required to possess it, such as those with CTE or Designated Subjects credentials. Upon employment, all HCCS certificated staff are offered ELD training and ongoing professional development throughout the year by working with ELD academic leaders and mentors to improve test scores, develop teaching instruction, and identify areas of strengths and weaknesses in student learning. HCCS encourages all certificated staff to complete, update and maintain their ELL authorizations through ongoing education and training, both at the university level and through HCCS professional development.

HCCS key administrative staff will have training to assure understanding in determining the fulfillment of ESEA/ESSA's highly qualified requirements. HCCS teacher credentials are reviewed by the Director of Curriculum and Instruction, the Credentialing Specialist and the Human Resources Generalist annually and on an ongoing basis as needed. These documents shall be maintained on file at HCCS headquarters and shall be subject to periodic inspection by TRUSD.

TRUSD reserves the right to review HCCS hiring decisions to ensure compliance with applicable federal and State mandates regarding highly qualified teachers and to determine whether a teacher is deemed to be appropriately credentialed and "highly qualified." No later than September 1 of each year, HCCS will provide TRUSD proof of employment of appropriately credentialed, "highly qualified" full-time equivalent teachers at HCCS for that school year consistent with the qualification requirements. Flexibility will be given to teachers hired by HCCS for non-core courses as permitted by Education Code section 47605(l).

As a diverse community for social justice serving a diverse population of the formerly unserved, our teachers are specialists in the type of classroom instruction they provide. Our teachers come from a multitude of professional backgrounds in education which ensures that our students are receiving the greatest support available to them. HCCS strives to ensure that all students are provided highly qualified teachers, providing high caliber instruction to meet our learners' needs. Following are job descriptions for the various teaching positions we currently offer, including any additionally required and/or desired qualifications.

Lead Teachers
HCCS *Lead Teachers* provide instructional leadership and serve as a support for teachers and students, in order that they may assist in the building of positive, productive school environments. HCCS Lead teachers are professionals who have excellent teaching and leadership skills. They draw upon their teaching experience to serve as expert resources, mentors, or counselors for teachers and students and provide input and assistance in the forming of a student-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. HCCS Lead Teachers possess valid California teaching credential, three (3) years of successful teaching experience, and a recommendation from an HCCS Administrator.

Site Leads
Site Leads oversee the programs, operations, and personnel for an assigned school, assure safe and positive learning environments for the students and staff, and report to the Director of Curriculum and Instruction regarding site and personnel status. The minimum qualifications our Site Leads meet are five years teaching experience and a valid California teaching credential.

Academic Teachers
HCCS *Academic Teachers* will instruct in one or more core academic subject area(s) and provide related services to adult students. Our teachers must have a strong desire to work with adult students to help them achieve their academic, personal, and professional goals. HCCS Academic teachers use engagement strategies, standards-based lesson plans and curriculum planning with a team. Our teachers participate in site and professional association meetings, develop and implement lessons, keep accurate records and grades, and attend a majority of after-school meetings/events.

English Language Development (ELD) Teachers
Our *English Language Development (ELD) Teachers* create lesson plans to teach non-native speakers to read, write, speak and understand English. They help students learn English grammar, pronunciation and conversational skills. ELD Teachers are expected to improve the reading, writing, listening and speaking skills of the increasing population of global newcomers to HCCS. ELD Teachers plan, implement, monitor, and assess a classroom instructional program. Our ELD teachers possess a Bachelor's degree from an accredited institution, possess or qualify for an Adult Education Elementary and Secondary Basic Skills teaching credential, a Multiple Subject credential, or any Single Subject credential, and have a certification for teaching English Learners (TESOL, TEFL, etc.) and/or a degree (or minor) in teaching English and/or English as a Second Language. ELD teachers at HCCS have taught English as a Second Language for at least 3 years and have the ability to communicate with a diverse group of people on a daily basis.

Career and Technical Education Teachers
The *CTE Teachers: Heavy Truck and Bus* instruct and provide related services to adult students attending the HCCS Heavy-Duty Truck Driving, Bus, and OSHA Forklift program. The HCCS CTE Teachers have, at a minimum, current Class A and Class B driver's licenses, three years of driving experience as a Class "A" Driver, and an appropriate California teaching credential to teach adults the designated trade, technical, or vocational subject assigned to them, which may include but is not limited to, an appropriate Career Technical Education credential, Adult Career Technical Education credential, Vocational credential, or Adult Vocational credential. Per California Education Code Section 47605(l), as a non-core, non-college preparatory instructor.

Early Childhood Education (ECE) Teachers
HCCS *Early Childhood Education (ECE) teachers* perform instructional duties as members of a co-teaching team in a preschool/school age children setting under the direction and supervision if the Child Development Coordinator. ECE teachers collaborate in curriculum, planning, and implementation of related activities. Their work is performed in collaboration with ECE Paraeducators. At a minimum, ECE teachers hold a high school diploma and a current Child Development Teacher Permit from State of California. ECE teachers possess at least one (1) year experience in working with preschool aged children, formal training in basic first-aid and CPR with a Pediatric Certification, a TB clearance certificate within the last year, state mandated-reporting certificate, and all required immunizations by the State of California.

Paraeducators
HCCS recognizes the value of trained paraprofessional staff (teacher assistant/cultural assistant) in the classroom to aid the teacher in the instruction of students. In response to HCCS' desire to meet the same qualifications as other quality schools, HCCS chooses to adopt the ESEA/ESSA, formerly NCLB, Highly Qualified Paraprofessional provisions as part of the minimum qualifications of this position. HCCS

Paraeducators assist certificated teacher(s) in the instruction of students placed in regular programs, monitor and report student progress in areas of behavior and performance, and perform clerical and instructional support duties. HCCS Paraeducators have highly proficient oral and written use of the English language.

Early Childhood Education (ECE) Paraeducators
ECE Paraeducators perform instructional duties as members of a co-teach team and collaborate in curriculum, planning, and implementation of related activities. Our ECE Paraeducators work in collaboration and under the general direction of an ECE teacher. All of our paraeducators have a high school diploma, a current Child Development Associate (CDA) or Child Development Associate Credential or a credential approved by the Department of Children and Family Services or State of California Teacher Credentialing as being equivalent to or greater than the Child Development Associate Credential (CDAE), and one (1) year of experience in working with preschool or elementary school-aged children. Additionally, ECE Paraeducators must possess and renew the following prior to expiration and maintain active as a condition of employment:

- A state-awarded associate teacher permit or higher
- TB clearance certificate
- Pediatric CPR and First Aid certificate
- Mandated Reporter certificate

Assessment Team
Assessment is a powerful learning tool that supports student learning, informs teaching practices, and improves the quality of education. As such, we employ a team of test proctors to help enhance learning and education by providing accountability measures during test taking and ensuring academic integrity.

Highlands Community Charter School employs *Lead Proctors* who provide leadership and serve as a support for Test Proctors and students, in order that they may assist in the building of positive, productive school environments. Our Lead Proctors possess a minimum of two (2) years of experience as a proctor, knowledge of CASAS policies, WIOA II Grant, and testing protocol, proficiency in Excel, Word, and TOPS Database, and excellent customer service and ability to pivot.

Test Proctors
HCCS Test Proctors administer assessments and exams, including the CASAS (Comprehensive Adult Student Assessment System). This is done at multiple sites, often requiring transporting laptop computers as part of our mobile testing center. To minimally qualify, our Test Proctors must possess a high school diploma, computer literacy including basic word processing, spreadsheet, and database skills, the vigilance necessary to prevent cheating, the ability to administer testing rules, and the ability to communicate with a diverse group of people on a daily basis. Preferably, ideal candidates possess an associate degree, have test proctoring or similar experience, and are bilingual in both English and one or more of the following languages: Spanish, Russian, Farsi or Arabic. All testing proctors are trained in CASAS with the result being a certificate of training completion. They are provided professional development and attend a 2-4 week shadow internship. They are also required to attend an annual CASAS conference further allowing them to develop professional competence using CASAS.

Academic Support Team
The Highlands Community Charter School academic support team is essential for the support they offer to our staff, ensuring that our academic operations run efficiently. Our academic support team helps to maximize student success and achievement by enabling all instructional teams to work effectively in delivering schoolwide goals.

Data Analyst and Compliance Officer

The *Data Analyst and Compliance Officer* learns and applies clearly defined program and research design procedures, conducts surveys, designs data structures, analyzes statistical information and coordinates the preparation of data driven reports. The Data Analyst and Compliance Officer's expanded knowledge of research procedures creates the ability to design and coordinate program steps to meet standards and outcomes, as well as perform difficult academic assessments using statistical inferences and research literature prepared by others. At a minimum, the Data Analyst and Compliance Officer has strong and polished interpersonal, written and oral communication skills, is a creative, strategic and analytical thinker with the ability to manage multiple projects, is experienced in developing and managing budgets, hiring, and training, supervising and assessing personnel, is highly organized and able to work well with others, has knowledge of Microsoft Office and Windows based computer application and database management, has previous supervisory experience, and is able to work with a variety of populations, including adults who are in recovery, adults transitioning out of homelessness, and persons in need of our unique academic offerings. Ideally this individual has experience interacting with school boards and community-based organizations.

Registrar
The *Registrar* is responsible for maintaining student records, processing student enrollment, transfers, and withdrawals for the campus. The HCCS Registrar has a high school diploma and 2 years' experience as a Registrar or Office Assistant.

Site Secretary
The *Site Secretary* performs a variety of complex technical and secretarial duties, coordinates the work flow of the school office, provides information and assistance to students, faculty, administrators, staff, and school visitors, and performs public relations and communication services as assigned. At a minimum, the Site secretary is required to have two (2) years secretarial and/or clerical experience, one year of secretarial and/or clerical experience within an educational organization, and an associate degree or higher from an accredited college or university.

Operational Division

The Operational Division at Highlands Community Charter School is fundamental in ensuring that we are able to continuously improve and strategically manage the environment in which effective teaching and learning takes place. Our Operational Division provides support and mobilizes resources schoolwide to ensure efficient planning, application and optimum use of school resources. The HCCS Operations Division provides hands-on support with all aspects of school operations, giving all of HCCS the confidence to move forward with our vision and mission. As such, HCCS screens and hires highly qualified staff for our Operational Division who, under the direction of the Chief Operations Officer, meet the minimum specified qualifications outlined below.

Directors
At Highlands Community Charter School, we understand the vital contributions our Operational Directors make through the leadership they provide. Our Operational Directors exercise this leadership by tirelessly striving to reach our long-term vision of eradicating educational inequality and promoting student achievement through planning, policy setting, advocacy, and monitoring performance to effectively hold HCCS staff accountable to achieving the goals set in our mission so that each and every student succeeds.

Director of Marketing and Communications
The *Director of Marketing and Communications* is responsible for the overall public communications of HCCS. This includes, but is not limited to, planning, directing, and coordinating the internal and external communications to and from the governing board of directors, and with the public, administration, faculty, and staff. Our Director of Marketing and Communications possesses, at a minimum, any combination equivalent to graduation from a 4-year accredited college with specialization in journalism, English or

public relations plus experience in public relations management, public information, public affairs or similar occupations. In this position, the Director of Marketing and Communications has progressively responsible experience, preferably in a supervisory or administrative capacity, conducting complex research and/or media analysis in a major media market with prior on-camera media experience preferred.

Supervisors
Our Supervisors play a key role in helping us reach our mission by setting goals for performance, allocating work, monitoring productivity and compliance, providing leadership, building teamwork, and ensuring workforce involvement.

General Services Supervisor
At HCCS our *General Services Supervisor* plans, organizes, directs, administers, reviews, and evaluates schoolwide facilities, maintenance, operations, and purchasing. This position must also supervise warehouse programs and services encompassing facilities planning, construction and maintenance, hazardous materials management, safety management, property management, architectural services, custodial, grounds maintenance, purchasing/warehouse, and general operational services. In this position, the General Services Supervisor exercises independent authority within the scope of responsibilities. This scope includes supervising appropriate staff working in facilities, maintenance, operations, and purchasing/warehouse. The General Services Supervisor acts as a liaison with other HCCS department directors and various city, county, state, and federal agencies in relation to the facilities, maintenance, operations, and purchasing/warehouse activities at HCCS. The qualifications of our General Services Supervisor include an understanding of principles, methods, and practices of school planning, organization, and direction of custodial operations and facilities planning as well as maintenance and purchasing/warehouse service. In this position they are also qualified to complete budget preparation and control, policies, practices, and procedures pertaining to the maintenance, repair, and operation of building complexes. Knowledge of applicable health and safety regulations, equipment, materials, and supplies used in educational settings are also critical. Additionally, the General Services Supervisor is involved with contract management and administration, both oral and written communication, principles and practices of administration, supervision, training, interpersonal skills, patience, and courtesy. Minimum qualifications include experience with computers and assigned software, environmental, health, and safety knowledge, and knowledge related to the regulation of employees, buildings, and property, technical knowledge, preventive maintenance, materials, equipment, and procedures used in various building construction trades and custodial and grounds service operations.

Independent Studies ("IS") Supervisor
The Highlands Community Charter School *Independent Studies Supervisor* is responsible for all programs that are aligned to an Independent Studies instructional model, including program compliance including attendance, CALPADS reporting, instructional assignment, charter petition, and charter renewal. WASC accreditation, campus/facility management, and fiscal compliance are all conditions to successfully fulfilling the job. The IS Supervisor has the ability to coordinate and manage the Independent Studies program. This is a classified administrative position that supervises the program on a variety of HCCS campuses and is part of HCCS's high school diploma program. The HCCS Independent Studies Supervisor should possess a BS or BA degree from a recognized college institution in Liberal Studies, Business Administration, or a degree of a similar nature that is in alignment to the job of being an Independent Studies Supervisor. Background knowledge of Independent Study and its components related to State and local measures for accountability are essential. The Independent Studies Supervisor must have a thorough knowledge of school SIS (Student Identification Systems, i.e. Powerschool) and its use for guiding Independent Studies as well as the ability to function independently and effectively. In this position it is essential to meet critical timelines and reporting timelines associated with Independent Study. This person must also have the ability to use technology effectively with regards to communication, record keeping, staff presentations, fiscal accountability, or stated mandated compliance associated with Independent

Studies. The IS Supervisor must possess the ability to prepare and lead presentations with staff, administration, community stakeholders, and the Board of Trustees for HCCS as well as a thorough understanding of the compliance regulations governing Independent Studies as a recognized educational alternative. It is also essential for this position to have a thorough knowledge of CALPADS and its use for Independent Study tracking, including student demographics, course completions, and student status toward diploma success. The IS Supervisor can communicate effectively and clearly both orally and in writing with a diverse staff and student population, has a proven track record of leadership practices associated to classified and certificated staff, understands and is prepared to produce all documentation necessary to perform and complete annual audit requirements associated with Independent Study.

Business Services Supervisor
The *Business Services Supervisor* is responsible for all areas relating to accounting, developing and maintaining accounting principles, practices, and procedures to ensure accurate and timely financial statements. Our Business Services Supervisor performs a variety of accounting duties in the processing of payroll, accounts payable, accounts receivable, and purchasing and is qualified through a strong understanding of accounting theory and generally accepted accounting principles. The Business Services Supervisor has a proven work ethic and possesses a can-do attitude and ability to meet assigned deadlines. This person is proficient in Microsoft Excel, Microsoft Office, email systems, and has the ability to communicate with a diverse group of people on a daily basis. Preferable qualifications include 6-8 years accounting/finance experience, specifically within a public or school district setting.

Career Services Supervisor
Our *Career Services Supervisor* assists all students and alumni in the development of career technical education, career identification, job search, and employment opportunities. In addition, the HCCS Career Services Supervisor continually works to expand the scope of services through the implementation of data-driven workshops and the utilization of various internal and external resources. The Career Services Supervisor also aims to accomplish organizational objectives by managing staff and seeking professional development. Our Career Services Supervisor is qualified through experience in planning, organizing, monitoring, implementing, and supporting career services, work experience, and supplementary instruction programs. The Career Services Supervisor also supervises the performance of assigned personnel and communicates effectively both orally and in writing, interpreting, applying, explaining rules, regulations, policies, and procedures. This person is responsible for establishing and maintaining cooperative and effective working relationships, analyzing situations accurately and adopting effective course of actions, meeting schedules and timelines, working independently with little direction, preparing comprehensive narrative and statistical reports, directing the maintenance of a variety of reports and files related to assigned activities, and maintaining consistent, punctual and regular attendance.

Administrative/Office Assistants Supervisor
HCCS employs an *Administrative/Office Assistants Supervisor* who plans, organizes and supervises the activities of assigned administrative and office assistants sections within the established office and school sites as directed. The Administrative/Office Assistants Supervisor is responsible for the maintenance of records, reports, and student filing procedures and analyzes assigned projects. The Administrative Supervisor supervises, reviews, and assigns project functions to administrative staff. At a minimum, the Administrative Office Assistants Supervisor possesses an associate degree or equivalent combination of experience, training, and education with prior experience. Experience working in a school setting preferred, and is bilingual, preferably in one or more of the following languages: Spanish, Farsi, or Slavic dialects.

Managers
Managers at HCCS contribute to the achievement of our mission by arranging various factors of the organization. Managers effectively allocate and integrate resources while motivating HCCS staff in their departments. They also negotiate for resources and other support, providing the assurance that staff and

students at Highlands Community Charter School are able to achieve the goals set out in our mission and schoolwide learner outcomes.

Facilities Manager
The *Facilities Manager* coordinates, schedules, and monitors use of school facilities for academic and/or nonacademic events organized by HCCS and the community. The Facilities Manager also performs a variety of logistics support duties such as arranging for space, energy and lighting, staffing and security, food services, and clean-up. The Facilities Manager also prepares specialized records, contracts, and reports for facility use and coordinates with partnering schools to assist in classroom and teacher needs facilitation, and provides a variety of logistics, contracting, and support to scheduling offering school site campuses facilities for use. The position requires a high school diploma or equivalent plus four years of progressively responsible experience in an event or facilities planning environment, an Associate's degree in business, program administration, or equivalent is preferred and may substitute for some experience

IT Manager
Our *IT Manager* maintains and expands our computer networks, manages the WAN, LAN, SAN and EDI computer platforms, while looking for ways to grow our networks in a cost-effective way to meet future needs. The IT Manager is responsible for developing network maintenance and growth plans, creating annual and project budgets, managing the IT staff, and keeping the executive team up to date on the latest networking technologies that could help the Highlands Community Charter School to succeed. At a minimum, the IT Manager possesses a bachelor's degree in Computer Science or related field and 5+ years of experience in information technology management

Operational Specialists
As part of our ongoing and growing efforts to support our operational team and in order to ensure students are receiving the highest quality instruction and support HCCS can provide, we employ specialists to support school instruction and operations. Each operational specialist candidate possesses the necessary education and professional experience related to their field of specialty to qualify them for the duties and responsibilities of the position. Our specialist positions and qualifications are as follows:

Transition Specialists
Transition Specialists at Highlands Community Charter School provide transition and employment services to students and qualified California State and Sacramento County ex-offenders; assist participants with enrollment, making appointments, telephone calls, writing letters and filing forms; and provide individual job development, placement assistance, job coaching, follow-along, and follow-up services. Our Transition Specialists are qualified with one (1) year of experience in career advising and/or job development or closely related field is required, an associate degree or higher from an accredited college or university, evidence of the ability to type 30 wpm, preferably with experience working with students and/or adults with special needs.

Data Specialist
The *Data Specialist* will be responsible for maintenance of data throughout the systems used by Highlands Community Charter School. The Data Specialist will work with employees, partner organizations, and The California Department of Education (CDE) to ensure proper usage and implementation of data systems used by HCCS. The Data Specialist will be the primary point of contact for all data-related matters for HCCS, including but not limited to audits, CALPADS, and Principle Apportionments. This job requires someone who possesses high attention to detail, good judgment, efficient execution, is highly reliable, and has the ability to quickly learn and implement new technology. The minimum qualifications for this position are an understanding of how to manage a database, proven ability to develop scripts and software, strong problem solving skills, and effective communication skills.

Maintenance Specialist
The *Maintenance Specialist* performs inspections, maintenance, and repairs to ensure that all students, staff, and the community are provided a safe, attractive, clean, and healthy environment for learning and work. The Maintenance Specialist minimum requirements include a high school diploma and certificates pertaining to the trade; holds a license for the type of equipment to be driven, with no serious violations, demonstrates knowledge, a minimum of three years of experience, and proficiency in several areas of maintenance (e.g., plumbing, painting, carpentry, masonry/concrete/tile, window glazing, electrical, mechanical, HVAC systems, roof repair, plastering/spackling, field/playground maintenance, furniture repair, and small engine repair); has excellent integrity and demonstrates good moral character and initiative; exhibits a personality that demonstrates interpersonal skills to relate well with students, staff, administration, and the community; and demonstrates the ability to communicate effectively in English, using proper grammar and vocabulary.

Social Media Specialist
The *Social Media Specialist* position performs professional-level marketing/public relations/social media duties that align with HCCS goals and objectives for student achievement. The Social Media Specialist also actively participates in the creation, design, and production of HCCS publications and manages and develops content for our website and social media. Our Social Media Specialist is a self-starter who thrives in a fast-paced team, has strong organizational skills and enjoys problem solving. Ideally, the Social Media Specialist has a bachelor's degree from an accredited college or university in a field related to marketing, advertising, public relations or communications, five (5) years of experience performing communications/marketing/public relations at the professional level, and has experience in a diverse public education setting. The Social Media Specialist is preferably bilingual in English and 1 other language.

Generalists
HCCS employs ‘Generalists’ who have a diversity of skills and abilities in which they excel and whose knowledge is dispersed over a wide range of subjects. We recognize the value of members of our team being able to see deeper inside this interconnectedness of instruction, operations, and students services and find solutions that help us reach our mission.

Human Resources Generalist
The *Human Resources Generalist* assists managers and supervisors with the interpretation and routine application of District policies, procedures, and appropriate Memorandum of Understanding pertaining to Human Resources. Our Human Resources Generalist responds to requests for documentation related to human resources and risk management activities; assists employees and departments with the interpretation of personnel related procedures; works with hiring authorities to perform all aspects of the recruitment and hiring process including developing and posting jobs; job announcements, reviews and screens applications; and develops and administers appropriate selection tools while maintaining eligibility lists and fingerprinting. We require that our Human Resources Generalist possesses the equivalent to an Associate's degree in Human Resource Management, Business Administration, Labor Relations or Organizational Leadership and two (2) years increasingly responsible experience performing human resource functions, payroll, or other administrative clerical, financial and/ or statistical record keeping that can be directly related to the essential duties and responsibilities of the classification of Human Resources Specialist. A Bachelor's degree in Human Resource Management, Labor Relations or Organizational Leadership may substitute for the experience requirement. A Bachelor's Degree in one of the relevant fields or a specialized certificate in Labor Relations or Human Resource Management is desirable.

Purchasing Generalist
HCCS employs a *Purchasing Generalist* who has experience with accounts payable, purchasing, general accounting principles, and travel reimbursement processing. Our Purchasing Generalist has excellent organizational and analytical skills to assume general assignments and independently follow through to

successful completion; strong interpersonal and oral communication skills to effectively and professionally communicate in person and on the telephone, and give directions to a diverse group of people including faculty, staff, and students; excellent communication skills (oral, written, and interpersonal) to effectively interpret instructions and interact with a wide variety of people in a helpful, effective, and informative manner using tact and diplomacy. The HCCS Purchasing Generalist has demonstrated skills to interpret policies, procedures and requirements and apply to processes and procedures related to research, teaching, the department, school and university; elicit information needed to clarify inquiries and requests; demonstrated computer skills utilizing Microsoft Word, Excel, PowerPoint, Outlook, and Adobe Acrobat, and excellent mathematical skills to accurately complete assigned budgetary, accounting and purchasing tasks bookkeeping, and controlled documents. It is the responsibility of the Purchasing Generalist to track all orders & receipt of goods and work with vendors to resolve any issues or returns, monitor all purchase orders, maintain and use a purchasing card in compliance with HCCS policies and procedures, keep an accurate log, reconcile monthly statements, keep an inventory of goods and distribute goods as requested/needed, provide timely turn-around on all requisitions and purchase orders throughout school, maintain procurement documents in a retrievable manner, maintain useful and up-to-date information relative to the procurement area that may affect centralization or good business practices, confirm that all submitted documentation is accurate and complete, review site policies, operation procedures, work instructions and forms for format consistency, and review documents and written external communication for format, consistency, and compliance with existing procedures. The minimum qualifications for this position include, any equivalent combination of training and experience which provides the required skills, knowledge, and abilities may be considered qualifying at the sole discretion of HCCS, equivalent to an Associate's degree, Trade or Technical School, two (2) years of experience in the purchase of specialized operations of equipment, technical services, or equivalent combination of education and experience, competent with MS excel based and other purchasing systems, and knowledge and skills equivalent to completion of two years of college.

Liaisons

Liaisons at HCCS are an integral part of the positive connections and partnerships we make in the community. HCCS Liaisons aid our communication with the community, prospective partners, former students, and the like to ensure our students, past and present, are connected to what they need.

Community Development Liaisons

Community Development Liaisons at HCCS develop and maintain partnership arrangements with private, public, and voluntary sectors and the local communities to meet the service needs and operations of HCCS. The Community Development Liaisons work consistently to ensure continuous local development and that all associated processes are accurate, professional, and consistent at all times. Community Development Liaisons contribute to the overall success of HCCS in accordance with our schoolwide learning outcomes, mission, and vision by providing seamless service to clients. Our Community Development Liaisons qualify through work experience in a multicultural environment. They have excellent customer skills with meticulous attention to detail, proven ability to prioritize and work on their own initiative whilst respecting boundaries, excellent networking, and promotional skills, good IT skills, particularly MS Office. Community Development Liaisons have the ability to communicate with a diverse group of people on a daily basis, preferably with experience in community development.

Student Engagement Liaison

The *Student Engagement Liaison* works with students to promote and enhance attendance. The purpose is to determine the cause of student absences and to provide assistance to students to enhance school attendance. The Student Engagement Liaison must have an associate degree or equivalent combination of experience, training, and education with prior experience working in a school setting and be bilingual in a language other than English, preferably in *Spanish, Farsi, Slavic* dialects.

Administrative Support Team
The administrative support team at HCCS is essential in supporting the daily operations of all HCCS sites. With the support of members of this team, staff in all divisions are better able to serve our students and our mission.

Data Technician
The *Data Technician* assists the Data Specialist in maintaining data throughout the systems used by HCCS. The Data Technician provides technical assistance and prepares complex reports and information for the use by HCCS personnel, partner organizations, and the California Department of Education. Data Technicians are highly reliable and have high attention to detail, good judgment, efficient execution, and the ability to learn quickly and implement new technology. At a minimum, Data Technicians should have a high school diploma and an associate/bachelor's degree in an analytical field or at least 2+ years of experience with data systems and/or Student Information Systems, including experience with CALPADS.

Information Technology Technicians
The *Information Technology Technicians* install, configure, update, maintain, and repair computer and microcomputer workstations, network peripherals, and communication systems as well as instruct and coordinate with personnel and perform related and non-related work as required. The position requires a minimum of 2 years recent experience in the computer/technology equipment maintenance field. An Associate's degree in computer science or related technical field is highly desirable.

Custodians
HCCS *Custodians* perform custodial cleaning and replenishment of dispensers for school sites, multi-use, offices, surrounding grounds, and related facilities. In addition to demonstrating the competencies and abilities required of the position, Custodians must work cooperatively and productively with the staff, students, and facility users. Our Custodians are required to have a basic knowledge of the methods, materials, tools, and equipment used in custodial and facility care and cleaning. They should also understand work hazards and safe work techniques, including lifting procedures, chemical reactions and proper safety precautions for use of cleaning substances, and building repairs. Custodians need sufficient reading and writing abilities to read work instructions and document work activity onto standardized forms and sufficient human relations skill to exercise courtesy when dealing with others.

Administrative Assistant II
Administrative Assistant II staff perform highly technical and complex tasks, facilitate and expedite work, and perform other related duties as required. Administrative Assistant II staff serve as assistants to management with responsibility over a division. All of their duties and responsibilities require a high level of initiative and independent decision-making. At a minimum, Administrative Assistant II staff possess four years of increasingly responsible full-time experience at a level comparable to a school secretary or higher is required or two years as an Administrative Assistant I in a School District and the ability to communicate with a diverse group of people on a daily basis.

Administrative Assistant I
Administrative Assistant I serve as assistants to school administrators and perform complex and highly specialized secretarial and administrative support duties; relieve executive staff of clerical and administrative details; plan, organize, and coordinate office activities, provide administrative details and communication. Administrative Assistant I have experience in the operations, principles, practices, procedures, rules, and methods of the district and assigned office or division, the operation of a computer and assigned software, modern office methods and equipment, computers and application software, accurate record-keeping techniques, correct English usage, grammar, spelling, punctuation and vocabulary, using receptionist and telephone techniques, district organization, operations, policies and objectives, interpret and apply legal mandates, policies, rules and regulations, and operational procedures pertaining to

school operation. Administrative Assistant I are able to effectively and efficiently operate computer terminals and computers and utilize application software, compose correspondence independently, establish and maintain comprehensive and accurate files and records and prepare concise and complete reports as required, type 50 words per minute, make mathematical calculations with speed and accuracy, understand and carry out oral and written directions, communicate both orally and in writing in a clear and concise manner, apply policies and procedures related to the assigned duties and responsibilities of the position, establish and maintain cooperative and effective working relationships, and work with discretion and in confidence with student and staff information.

Office Assistants

Office Assistants perform varied secretarial and clerical work functions in support of daily operations. Qualifications include the ability to learn and apply policies, regulations and operational procedures, effectively and efficiently operate computers, utilize application software, establish and maintain comprehensive and accurate files and records, prepare concise and complete reports as required, type 40 words per minute, make mathematical calculations with speed and accuracy, understand and carry out oral and written directions, communicate both orally and in writing in a clear and concise manner, apply policies and procedures related to the assigned duties and responsibilities of the position, establish and maintain cooperative and effective working relationships, work independently with little direction, meet schedules and timelines, compose documents and correspondence, use appropriate spelling, grammar, and punctuation. Office Assistants must also perform correspondence and report writing, use automated record management and filing systems, and telephone techniques. Office Assistants are familiar with modern office practices and procedures including methods and equipment, computers, assigned software, district organization, operations, policies and objectives.

Element 6: Health and Safety Procedures

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

(i) Include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive of paragraph (2)of subdivision (a)of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. **(Ed. Code § 47605(b)(5)(F).)**

6.1: Custodian of Records

HCCS Community Charter School designates the Executive Director to serve as the Charter School's Custodian of Records per California Department of Justice requirements. The Executive Director is confirmed as the Custodian of Records by the California Department of Justice.

6.2: Promoting Student Health and Wellness

HCCS will ensure the safety of the students and staff by complying with all applicable state and federal safety laws. HCCS shall adhere to Board policies pertaining to the safety and health of all employees and students.

Health, Wellness, and Nutrition

HCCS' Health curriculum reflects the California Health Education Content Standards and teaches students about a fit and healthy lifestyle. Because of the diverse cultural backgrounds we serve, it is essential that we put great effort into health education in our classrooms to address the varying and culturally unique health education needs of each student. Many of our students need help navigating and utilizing community resources available to them to access basic health knowledge for developing a healthy lifestyle. Our teachers proudly emphasize health education for our students while our Student Support Services staff continually evaluate and address the needs of our students.

Social and Emotional Support and Guidance

Teachers, counselors, and all other staff who interact with students listen, support, empathize, and guide students towards healthy social and emotional development. Being open-minded, trustworthy, and respectful of our students is imperative to the social and emotional well-being. HCCS also makes every effort possible to identify students in need of mental health services and to make community resource connections with community mental health organizations to offer additional support and services.

Academic, College, and Career Counseling

Counselors meet with students one-on-one throughout the school year to discuss academic progress and set SMART goals (specific, measurable, attainable, relevant, and timely). ELD students also meet with ELD Navigators in groups and individually to discuss general academic topics such as graduation requirements and promotion goals. Counselors offer college and career counseling through individual and group sessions.

Community Partners, Resources, and Referrals

We partner with a variety of community agencies to assist us in meeting our students' and families' varying needs from housing, financial, legal, and immigration services to medical and dental clinics. Our partners

include International Refugee Committee ("IRC"), Asian Resources, Inc. ("ARI"), Lao Family Community Development, Greater Sacramento Urban League, La Familia Counseling Center, Inc., to name a few.

Background Checks
HCCS certifies that criminal record summary information has been obtained for all staff prior to employment. Classified staff submit fingerprints to a California and multi-state Live Scan prior to employment. The multi-state search should ensure all convictions are reported. Furthermore, HCCS shall comply with the applicable state and federal laws regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to engaging in employment, volunteerism, or contract services or any other unsupervised contact with students of the Charter School. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by the law, pursuant to Education Code Sections 44830.1 and 45122.1. The HCCS Executive Director or appointed confidential designee shall review California Department of Justice and Federal Bureau of Investigation reports on prospective employees, contractors, and volunteers to determine whether an individual may provide service within the Charter School, except with respect to reports relative to her or himself, in which case a confirmed member of the Board or appointed confidential designee will review the respective report. The Executive Director or appointed confidential designee shall monitor compliance with this policy on a continuous and ongoing basis.

Mandated Child Abuse Reporting
All HCCS employees are mandated child abuse reporters and will follow all applicable reporting laws. HCCS provides all employees, and other persons working on behalf of HCCS who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year.

Tuberculosis (TB) Risk Assessment and Examination
HCCS shall adhere to existing state laws regarding tuberculosis screening of employees. HCCS requires a tuberculosis risk assessment and , if necessary, examination for all employees working in direct contact with students prior to commencing employment and working with students, and for employees at least once each four years thereafter. Highlands Community Charter School certifies that applicable health record information has been obtained for all relevant employees and volunteers prior to initial employment.

Immunizations
HCCS adheres to all applicable laws and existing Board policy related to legally required immunizations and health related issues for both employees and entering students at HCCS.

CPR/First Aid Training
All designated employees are CPR and First Aid trained as part of internal practice.

Medication in School
The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis
Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

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

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

Nutritionally Adequate Free or Reduced Price Meal
The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day, pursuant to Education Code Section 47613.5.

Comprehensive School Safety Plan
The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

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

Emergency Preparedness
Highlands Community Charter School's shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens
Highlands Community Charter School adheres to state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. HCCS maintains a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (HBV). This plan includes the training of staff and is included in the Charter School's Comprehensive School Safety Plan. Whenever exposed to blood or other

bodily fluids through injury or accident, staff and students will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures.

Drug Free/Alcohol Free/Smoke Free Environment
HCCS maintains a drug, alcohol, and smoke-free environment (workplace and campus).

Integrated Complaint and Investigation Procedure
HCCS shall utilize a complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted through this procedure. All issues not resolved by the school site may be resolved at the executive level.

Discrimination and Harassment Policies and Procedures
HCCS is committed to providing a charter school free of discrimination and sexual harassment. There are three components to this commitment. All employees receive and sign an employee handbook annually that informs them of HCCS' sexual harassment policy. Additional site-based sexual harassment training is taught to all staff, and annual training is facilitated through "Safe Schools" an online program. HCCS is also committed to providing a workplace free of discrimination and any harassment based upon the real or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, immigration status, nationality, national origin, ancestry, ethnic group identification, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medial are leave,, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. HCCS uses policies adopted by the Board regarding discrimination harassment (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Board policies. Any complaint of unlawful harassment, discrimination, or sexual harassment, is actively investigated by HCCS, to include, where appropriate, the retention of outside investigators, in accordance with the Charter School's Uniform Complaint Procedure.

School Facility Safety
Highlands Community Charter School complies with Education Code 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. HCCS adheres to laws specific to charter schools on the local and state level regarding facilities. HCCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Title IX

HCCS complies with Education Code Section 221.61 by posting in a prominent and conspicuous location on its web site the following information related to the federal regulations implementing Title IX of the Education Amendments of 1972:

The name and contact information of the Charter School's Title IX Coordinator, including the Title IX Coordinator's phone number and email address.

The rights of the pupil and the public and the responsibilities of the Charter School, which includes, but is not limited to, internet web links to information about those rights and responsibilities located on the website of the Office for Equal Opportunity and the U.S. Department of Education Office of Civil Rights (OCR), and the list of rights specific in Education Code Section 221.8.

A description of how to file a complaint under Title IX, which shall include all of the following:

(a) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.

(b) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, web links to this information on the U.S. Department of Education OCR website.

(c) A link to the U.S. Department of Education OCR complaint form, and the contact information for the office, including the phone number and email address for the office.

Element 7: Means to Achieve Racial and Ethnic Balance

The means by which the charter 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. **(Ed. Code § 47605(b)(5)(G).)**

7.1 & 7.2: Plan for Achieving and Maintaining Racial and Ethnic Balance & How to Reach This Goal

Highlands Community Charter School strives, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction that it serves. HCCS will include an open enrollment policy. Students are considered for admission to the school without regard to ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation or any of the characteristics listed in Education Code Section 220. (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

HCCS will implement a coordinated advertising and recruiting strategy that ensures all students are notified about the educational opportunities we offer. These efforts will be on-going, throughout the year. As HCCS is committed to serving all ethnic groups, we use various advertising techniques to recruit students from all backgrounds.

Each year HCCS conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. An informal designated committee, comprised of various stakeholders from the instructional, administrative, and operational sides of the school, meets regularly to discuss a problem solving plan. Using both quantitative and qualitative feedback from the previous year, the plan allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions, and generate strategies to successfully implement and track solutions in the upcoming year. Some of valuable sources of data for this exercise come from student satisfaction surveys and non-mandatory exit interviews through which feedback is gathered.

Externally, HCCS addresses retention and attrition through the development of school-based student engagement systems and strong partnerships that support teaching, learning, and student achievement. These student engagements systems coordinate efforts to strengthen two-way communication between students and the school. Some of these systems include our ELD Navigators, Reclassification Specialist, Reading Specialist, Transition Specialist, and Student Engagement Liaison. This collaboration not only helps student relations, but also increases student achievement and hopefully retention.

HCCS will actively recruit adult students from Sacramento County that reflect a diverse student population both with regard to racial and ethnic diversity, but also with regard to socio-economic diversity and English Language Learners. HCCS will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure racial and ethnic balance of students that is reflective of the county:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the County.

- Distribution of informational materials to community organizations, community religious institutions, and other organizations that serve various racial and ethnic populations, such as the libraries, recreation centers, local businesses, middle schools, and faith based organizations.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations, including but not limited to Farsi, Spanish, Russian, and Arabic.
- The use of various advertising mediums that allow individuals whose first language is something other than English to obtain information relevant to programs at the school.
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media. HCCS will continue to add sources to stay current with the latest technologies and trends.
- Presentations at various multicultural events, including community fairs and events.

Element 8: Admission Requirements

Admission policies and procedures, consistent with [Educations Code 47605] subdivision (d). **(Ed. Code § 47605(b)(5)(H).)**

Admission Requirements

8.1: Admission and Enrollment Requirements

Highlands Community Charter School is nonsectarian in its programs, admission policies, and all other operations. HCCS will not discriminate on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics [Ref. Education Code § 47605(d)(1)]. HCCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. No test or assessment shall be administered to students prior to acceptance and enrollment into HCCS. However, subsequent to acceptance, students are assessed for placement into appropriate class levels for enrollment.

HCCS admits all students who:

- wish to enroll in our academic program,
- we are legally allowed to serve,
- meet the exclusive WIOA agreement requirement of being age 22 and older, and
- submit a timely application.

Education Exclusively in Partnership with the Workforce Investment Opportunity Act (WIOA)
Per Education Code §§ 47612.1 and 47605.1 (g), HCCS provides instruction exclusively in partnership with the Workforce Investment Opportunity Act of 1998 through its partnership agreement with the Greater Sacramento Urban League (GSUL) or other WIOA organization. As such, we only legally serve students who are receiving WIOA funded services and do so under the terms of a Partnership Agreement. HCCS will provide a copy of the Partnership Agreement to the District on or before July 1, 2019.

The GSUL or other WIOA service provider will provide HCCS students with the services specifically outlined in and attached hereto under "Tab 9—Workforce Agreements". HCCS will provide the District with documentation that confirms GSUL or other WIOA service provider is qualified and authorized to provide such services contemplated in the Partnership Agreement.

Not Possessing a U.S. High School Diploma
Students who have a U.S. high school diploma (also known as a "regular high school diploma") will not be admitted to Highlands Community Charter School. Students who possess a GED, CHSPE, foreign credential, or any other alternative degree that is not fully aligned with the academic standards of the State of California, may be admitted.

Student Recruitment

8.2: Recruiting Students with Low Academic Performance, Socioeconomic Disadvantages and Disabilities

Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with Individualized Education Plans ("IEP"s) enroll, it is the school's policy to collect any and all information pertaining to the student's IEP and to assess whether the IEP is transferable to a 504 plan. HCCS is committed to serving academically low-achieving and socioeconomically disadvantaged students to offer them a seamless path to success in employment, higher education, and life. HCCS serves a community where a predominant number of students in our target population qualify for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to students within the communities we intend to serve.

HCCS conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including posters, flyers, local school visits, community-based organization visits, presentations at various multicultural events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in local English, Spanish, Farsi, and Russian publications and radio stations. All promotional materials are in various languages, including Spanish, Farsi, Russian, and Arabic, to inform non-English speaking populations about our school.

In order to ensure we attract low-achieving, economically disadvantaged, and special education students, we conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance.

Lottery Preferences and Procedures

8.3: Identification and Rationale of Admission Preferences

If HCCS receives a number of applications that exceeds the number of available spaces, a single public random drawing/lottery will be used to select admitted students, with the exception of existing students, who are guaranteed admission in the following school year. The following enrollment preferences and affirmative action preferences in the case of a public random drawing shall be as follows:

1. All students currently enrolled in HCCS
2. Non-youth residents of the District; as defined by WIOA as those 22 years of age and older
3. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This

waitlist will allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance will the waitlist carry over to the following school year.

HCCS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

8.4: Implementation of a Public Random Drawing

Open Enrollment Period and Enrollment Procedures
Initial applications are accepted at any time during the school year. The HCCS admission process consists of the completion of both a paper-based and online student registration form and optional attendance at one of our weekly orientations.

Enrollment packets for students who are admitted also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (such as transcripts)
- Proof of Not Having a U.S. high school diploma
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate or driver's license
- Release of records
- Any forms required by the Greater Sacramento Urban League or other WIOA partner

Following the open enrollment period each year, applications are counted to determine whether the number of students who wish to attend HCCS have exceeded HCCS's capacity. In the event that this happens, HCCS will hold a public random drawing to determine enrollment with the exception of existing students who are guaranteed enrollment in the following school year. This public random drawing is conducted in a public setting, at a time and place (e.g., the main school site) to be made known in advance to the community. The public random drawing process will be used to determine who will be offered enrollment and the order of the waitlist.

The public shall be notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have completed registration are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses. If there are more available seats in a grade level than there are applicants, all students who have completed registration will be offered a seat.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. New students will be added to the waiting list on a first come, first served basis. If the waiting list is exhausted, then the school may hold additional random drawings.

Communicating to All Interested Parties
Applications are available digitally online on the Highlands Community Charter School website and hard copies are available at all HCCS sites. Our school advertises the open application period to the surrounding communities and also communicates the timeline, rules, and procedures for the lottery process if necessary. Typical methods for these communications include, but are not limited to, web advertising, newspaper and magazine ads, radio ads, home mailers, and fliers.

Ensuring Fair Execution of Lottery Procedures
The lottery will be coordinated by an individual designated by the Executive Director but moderated by an objective third party (usually a community leader or liaison) in a location open to the public and advertised to the school community. Given the native languages of the anticipated target community, all proceedings will be conducted in English, Spanish, Farsi, Russian, and Arabic, as needed.

The lottery is open to the public and students are encouraged to attend; however, students are not required to be present at the time of the drawing to be eligible for admission. Results are published in English, Spanish, Farsi, Russian, and Arabic, as needed. Results are mailed to all applicants and follow up phone calls are made by the designated Enrollment Team and/or school office staff.

The lottery will be made random through use of numbers assigned to each applicant. All applicant numbers will be published and provided to students before the lottery begins. When a student's number is drawn, both the number and student's name will be announced verbally, and the student will be added to a master list which will be projected for those in attendance. Once all available seats in a grade level have been filled, the designated Enrollment Team will announce to those present that all remaining applicants drawn will be placed on the waitlist for that grade level in the order that they are drawn.

Lottery Time and Location
The random public drawing (lottery) will be held in a public space in the community that is large enough to accommodate all interested students. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website. The random public drawing (lottery) will be scheduled in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the students in our school community to attend.

Waiting List Priorities
A waiting list will be implemented when the number of applications exceeds the enrollment capacity at each grade level. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for a grade level is reached will be placed on a waiting list in the order they are drawn. New applicants who register after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. As seats become available in a grade level, the student with the lowest numerical ranking will be offered that seat.

Notifying Students of a Seat Offering
Once a seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the student will be notified of acceptance within a week of the lottery by the designated Enrollment Team and/or school office staff and must accept enrollment within two weeks of notification by confirming with the school staff their intent to complete the enrollment process and/or submitting a completed enrollment packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

Documenting the Fair Execution of Lottery and Waitlist Procedures
Copies of all registration forms, lottery results, and waiting lists are readily available for inspection at the school office. These records will be maintained by the designated Enrollment Team.

Volunteering at HCCS is not mandatory and is not a condition of admission or continued enrollment at HCCS.

Element 9: Annual Financial Audits

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. **(Ed. Code § 47605(b)(5)(I).)**

Annual Audit Procedures

9.1: Contracting with an Independent Auditor

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

9.2: Completing the Audit

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to TRUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will receive and review each year's audit.

9.3: Selecting an Independent Auditor

The auditor will have, at a minimum, a CPA and experience with educational institution accounting requirements and practices and shall be approved by the State Controller on its published list as an educational audit provider. HCCS shall be solely responsible for all costs associated with auditing services. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

9.4: Administering the Resolution Process

The HCCS audit committee will review any audit exceptions or deficiencies and then report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to TRUSD describing how the exceptions and deficiencies have been corrected by the time of the audit submission, along with supporting documentation. Additionally, HCCS will inform TRUSD of any outstanding exceptions or deficiencies at the time of audit submission and how they will be resolved to the satisfaction of TRUSD along with an anticipated timeline for the same. Typically all audit exceptions or deficiencies will be addressed within six months. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter agreement.

9.5: Submission

The Board of Directors will submit a report to TRUSD regarding how the exceptions and deficiencies have been, or will be, resolved to the satisfaction of TRUSD.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

Element 10: Suspension and Expulsion Procedures

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

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

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

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

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

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

School Climate and Student Discipline System

10.1: HCCS Discipline Philosophy

Highlands Community Charter School prides itself on the meeting of student needs and developing an action plan to address extenuating circumstances as they arise, recognizing that many of our students come to our organization due to hardship that has prevented their educational goals from reaching fulfillment. By addressing the needs of each student head on, we remove the barriers that prevent student success.

HCCS implements a philosophy that all students deserve a second chance by providing services that include individual one-on-one student counseling, a drug and alcohol rehabilitation and prevention support group called Clear Connections that meets twice a week, and a Positive Direction support group that meets once a week which focuses on a different student success theme per month. We also provide services that address criminal history and homelessness if these occurrences impede student attendance. Additional addressing of student needs include a transportation plan for adults who do not have vehicle access to and from school, a clothing and food closet for those students who are lacking basic necessities, and free child care for those students who are not able to attend class due to young children between the ages of 2 and 5 who are not school age eligible.

HCCS encourages the utilization of these services as prevention from student disenrollment, suspension, or expulsion when applicable. Should a disciplinary action be required, Student Success Team meetings (SSTs) and 504 plan meetings (when applicable) are organized to review the student's individual extenuating circumstance which prevents attendance. Counselors, teachers, directors, and other assigned personnel assist with the addressing of these student needs by creating an action plan for both staff and the student.

School-Wide Positive Behavior Intervention and Support

The Student Success Team (SST) is a problem solving and coordinating structure that assists students, teachers, staff, and community partners to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, the adult student, community agencies, and other important people to present their concerns about an individual student. The SST focuses in-depth on one student at a time, and invites the adult student to participate in finding solutions. Through discussion and study, they plan a positive course of action and assign responsibilities, as well as monitor the results of a student. This process informs individual actions for students, including referral to the formal SST process and class-wide actions to address issues such as use of class resources, behavior management, and classroom modifications.

The following is implemented during the time of behavioral intervention:

- Asset Based Delivery: The SST always starts with a discussion of a student's strengths/assets and develops solutions that build on these strengths
- Problem Solving: The SST gathers background information regarding the student in the areas of school, home, family, health, and collaboratively brainstorms solutions to address areas of concern.
- Service Coordination: An action plan is developed for interventions and supports are implemented designed to address the students' needs; team members are assigned responsibilities for action items.
- Monitor Results: Actions items are monitored and a follow up SST meeting is scheduled to review the results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.

The coordination of school, home and community interventions improve student learning, and provide focused, positive support to teachers, students and staff. An SST can help students who are facing significant concerns relating to:

- Academics
- Attendance problems
- Behavioral/emotional issues
- Consideration for 504 services
- Retention
- Health issues (including substance abuse)
- Social adjustment

Tiered Behavior Intervention

Members of a Student Support Team:

- The Adult Student is always invited to participate in the decisions of their own education and goal setting.
- Designated administrator
- Classroom teacher(s)
- Resource personnel or specialists, such as community outreach consults, social workers, probation officers, community resources representatives, or mental health consultant
- Others invited as appropriate

All SST team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role is clearly defined before the meeting begins and then maintained throughout that meeting.

Facilitator

- This person facilitates the working of the team and is the SST coordinator/leader. The success of the team depends largely on this person, who guides the flow of the meeting, and coordinates logistics before and after the meeting.
- The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting.
- The facilitator directs the process with respect for all members and accommodates the needs of the group. The facilitator reassures and supports the efforts of colleagues and students.

Recorder

- The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the *Student Success Plan* form or the *Student Success Plan Follow-up Form*.

Team Member

- An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting. Members come prepared with information about the student. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping. Interventions are linked to the student's strengths.

The Adult Student as a Team Member

- The Adult student is a full-fledged member of the SST, and they are always included. At the SST the student can share his/her perspective and concerns, contribute critical problem-related information from home, and share effective and ineffective home interventions. Many times, the adult student can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Outreach to Students

- When connecting with students, care must be taken to ensure the most positive experience possible. Reaching out to and engaging the student is a key element in making the SST process successful. This effort involves much more than sending a written notice of a meeting or making a simple phone call. It involves extending oneself as a representative of the school and serving as a bridge for the student to the classroom and the larger school environment.

- Adult students often resist this engagement. The barriers they present to any involvement may mask deeper fears or concerns. Being a student with school or social concerns can cause the student to have feelings of defensiveness or guilt. Many students may feel they will be unfairly attacked or made to feel worse than they already do in an SST meeting. They may have had former experiences with school meetings that were not successful, or they were not kept well informed, and they may be reluctant to trust another meeting at school.

- Adult students may also have time, work, child care, or transportation issues barring their way to participating in the meeting. The SST process must include support to students to accommodate these very real issues. Any support provided has both symbolic and concrete meaning to students and contributes to the success of the meeting for both students and team members.

- The person performing the outreach/engagement role must be sensitive to these issues. Information about the purpose of the meeting must be presented with an emphasis on the shared concerns and responsibilities. An explanation of the SST process must be provided, emphasizing that the process is a collaborative strategy that builds upon the student's strengths to attain the highest degree of

success for the student. The student must also be given an opportunity to ask any questions or share any concerns s/he may have with the upcoming meeting.

- Adult students may also have time, work, child care, or transportation issues barring their way to participating in the meeting. The SST process must include support to students to accommodate these very real issues. Any support provided has both symbolic and concrete meaning to students and contributes to the success of the meeting for both students and team members.

Restorative Justice Practices
Student Success Team Follow-up Practices: The action plan created at the SST meeting is only as good as the follow-up practices that ensure its implementation.

Steps for Implementation:

1. **Case Management**
   It is very important to clearly define on the *Student Success Plan* who is responsible for each "action item" and to designate the administrator in charge of monitoring the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the Follow-up SST meeting(s).

   Case manager tasks may include:
   - meeting with the student and with the teacher regarding the action plan,
   - making phone calls and/or sending reminder notes to team members regarding action items, and/or
   - helping students and their families follow through with referrals to on-site and community-based services.

2. **Feedback to the Referral Source**
   The administrator, or a designated member, provides the referral source with feedback in a timely manner after the initial SST meeting. Even when the referral source is unable to attend the SST meeting, it is beneficial to involve them in some ownership of the plan, particularly classroom strategies, modifications and adaptations.

3. **Student/Family Support**
   Working with students to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up. The student has to feel that s/he has some control over their own goals and plans, and that school staff are their allies, rather than the ones who have all the control. During the SST meeting the student is an equal partner in developing the action plan. The assigned administrator or another staff member who has a relationship with the student may want to check in with the student periodically to offer support toward implementing action items.

4. **Follow-Up SST Meetings / Ongoing monitoring of student progress**
   At the end of every initial SST, a follow-up SST meeting date is set, preferably within 4-6 weeks. At the follow-up SST meeting action items are reviewed and student progress is discussed. The follow-up SST meeting is documented on the *Student Success Plan Follow-up Form*. The action plan may need to be modified and additional interventions added depending on student progress.

Communicating, Teaching, and Modeling: Suspension Alternatives through Professional Development
Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. HCCS staff are trained and annually review in de-escalation strategies for students in crises. These strategies focus on

developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely through the use of de-escalation techniques.

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

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

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

A student identified as an individual with disabilities or for whom HCCS has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. HCCS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom HCCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students and shall notify the District of the same.

No student shall be involuntarily removed by the Charter School for any reason unless the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

In-School Suspension

10.2: Authorization and Implementation of In-School Suspensions

HCCS offers in-school suspension as a means of reducing time missed from learning for behavioral issues. Should the need for in-school suspension arise due to a violation of student conduct violations, as defined by the Highlands Community Charter School Student Handbook, in-school suspension will be served through the enrollment of and attendance in the Highlands Community Charter School Alternative Education/Independent Study Program. An assigned advisor will work with the student to arrange a schedule for the student to engage in credit recovery and after-school tutoring as needed to ensure she is able to keep up with his/her school work while on suspension. Grounds for in-school suspension shall not exceed grounds for expulsion as defined by the Student Expulsion policy. Notification procedures and the maximum number of days for in-school suspension per incident as well as academic year are the same as out-of-school suspensions.

To ensure that HCCS adequately provide safety for students, staff, and visitors to the school and serve the best interests of students, in-school suspension will not be offered to any student who:

- caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel, or
- made terrorist threats against school officials or school property, or both.

Grounds for Suspension and Expulsion

10.3: Scope of Disciplinary Jurisdiction

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

10.4: Suspension Offenses

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

A. Caused, attempted to cause, or threatened to cause physical injury to another person.
B. Willfully used force of violence upon the person of another, except self-defense.
C. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
D. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
E. Committed or attempted to commit robbery or extortion.
F. Caused or attempted to cause damage to school property or private property.
G. Stole or attempted to steal school property or private property.
H. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
I. Committed an obscene act or engaged in habitual profanity or vulgarity.
J. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. No pupil enrolled in grade K-3, inclusive, shall be suspended for conduct described in this provision.
L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

O. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

R. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family. Students may be also recommended for expulsion for conduct described in this provision.

S. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive. Students may be also recommended for expulsion for conduct described in this provision.

T. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive. Students may be also recommended for expulsion for conduct described in this provision.

U. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students, in a sufficiently severe or pervasive nature, to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive. Students may be also recommended for expulsion for conduct described in this provision.

V. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, or an act of cyber sexual bullying, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager) directed specifically toward a student or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students

which would be deemed sexual harassment, hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
c. Causing a reasonable student to experience substantial interference with his or her academic performance.
d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

W. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (A) and (B).
X. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director's and/or Director of Curriculum and Instruction (or assigned designee's) concurrence.
Y. Cheated on school classwork or otherwise has acted in an unethical manner as determined by the Administration based upon school policies and guidelines.

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

A. Possessed, sold, or otherwise furnished any firearm unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's and/or Director of Curriculum and Instruction (or assigned designee's) concurrence.

10.5: Expulsion Offenses

Mandatory Recommendation for Expulsion
Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:

A. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's and/or Director of Curriculum and Instruction (or assigned designee's) concurrence. Possession of an imitation firearm is not an offense for which suspension or expulsion is mandatory.
B. Brandishing a knife at another person.
C. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053-11058.

D. Committing or attempting to commit a sexual assault or sexual battery as defined in Education Code Section 48900(n).
E. Possession of an explosive.

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

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

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

A decision to expel a pupil shall be based on a finding that other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or that due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Discretionary Recommendation for Expulsion
Students shall be recommended for expulsion, unless the Executive Director or the Executive Director's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the following acts:

A. Causing serious physical injury to another person, except in self-defense.
B. Possession of any knife or other dangerous object of no reasonable use to the pupil.
C. Unlawfully possessing any controlled substance, as defined in Health and Safety Code Sections 11053-11058 except for either the first offense of possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis, or the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil be a physician.
D. Robbery or extortion.
E. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any Charter School employee.

Out-of-School Suspension Procedures

10.6: Rules and Procedures for Out-of-School Student Suspension

Suspension Authority
HCCS will ensure that the process for investigating incidents and collecting evidence will be fair and thorough before a student is suspended. A student may only be suspended by the Executive Director's and/or Director of Curriculum and Instruction, or in the case of the Executive Director's and Director of

Curriculum and Instruction's absence or inability to carry out proper suspension procedures, an assigned designee.

Conference
Suspension will be preceded, if possible, by a conference conducted by the Executive Director's and/or Director of Curriculum and Instruction or an assigned designee with the student and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director's and/or Director of Curriculum and Instruction or assigned designee.

The conference may be omitted if the Executive Director's and/or Director of Curriculum and Instruction or an assigned designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or charter school personnel. If a student is suspended without this conference, the student will be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student will be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against him or her and will be given a meaningful opportunity to present his or her version and evidence in his or her defense. This conference will be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student at the conference.

Student Notification
Students will have due process rights with regards to suspensions and expulsions. At the time of the suspension, an administrator or designee will make a reasonable effort to contact the student by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

10.7: Maximum Suspension

The length of the suspension will be determined by the Executive Director and/or the Director of Curriculum and Instruction or an assigned designee based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. For students with IEPs, the students SST team will consult with the Executive Director and/or the Director of Curriculum and Instruction or an assigned designee on additional factors that are relevant to the decision. The length of suspension for students may not exceed a period of 5 consecutive days per suspension. The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year.

10.8: Meaningful Education for Suspended Students

A student on suspension will be provided meaningful access to education during the term of the suspension. An advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Missed tests will also be coordinated to be completed either at home or upon return. Written notification listing all required assignments will be given to the student and all needed materials will be left in the front office.

10.9: Suspension Pending the Outcome of an Expulsion Process

Upon a recommendation of Expulsion by the Executive Director and/or the Director of Curriculum and Instruction or Administrative Panel, the student or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director and/or the Director of Curriculum and Instruction or Administrative Panel upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others or property. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. The maximum number of days a student may be suspended is thirty days (30) unless the expulsion hearing is postponed for good cause, in which case the suspension could be extended further. Procedures for providing a student on suspension with meaningful access to education during the term of the suspension pending the outcome of an expulsion process is outlined above in section 10.8.

Expulsion Procedures

10.10: Rules and Procedures for Student Expulsion

Prior to making an expulsion recommendation, students will be provided adequate notice of the reason for disciplinary actions and a meaningful opportunity to be heard by invitation to a conference to determine if the student should be placed on suspension or if an existing suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director and/or Director of Curriculum and Instruction (or assigned designee) upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others or property.

Upon this determination, the student placed on suspension or will have his/her suspension extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Authority to Expel
A student may be expelled either by the HCCS Board following a hearing before it or by the HCCS Board upon the recommendation of the Executive Director and/or the Director of Curriculum and Instruction or an Administrative Panel may be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a Board member of the Charter School's governing board. The Executive Director and/or the Director of Curriculum and Instruction or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the HCCS Board of Directors shall make the final determination.

Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the

Executive Director and/or the Director of Curriculum and Instruction or an Administrative Panel or designee determines that the student has committed an expellable offense.

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

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

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

Reasonable accommodations, including language support for a student whose has a primary language other than English will be made available at the hearing, upon request.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time s/he testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. HCCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which s/he may leave the hearing room.
4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours s/he is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, HCCS must present evidence that the witness' presence is both desired by the witness and will be helpful to HCCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom s/he believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

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

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

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

Written Notice to Expel
The Executive Director and/or the Director of Curriculum and Instruction or an Administrative Panel, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's obligation to inform any new district in which the student seeks to enroll of the student's status with HCCS.

The Executive Director and/or the Director of Curriculum and Instruction or an Administrative Panel, shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records
HCCS shall maintain records of all student suspensions and expulsions at HCCS. Such records shall be made available to the authorizer upon request.

No Right to Appeal
The student shall have no right of appeal from expulsion from HCCS as HCCS Board's decision to expel shall be final.

Expelled students/Alternative Education
HCCS shall ensure that students suspended from HCCS are provided with an appropriate alternative educational program (class work and homework assignments, etc.) during the period of the student's suspension from school. Whenever a student is expelled from HCCS, HCCS shall notify the student and the student in writing of the student's duty to attend the public school district in which the residency of either the parent or legal guardian is located. HCCS shall also notify the public school district in which the residency of either the parent or legal guardian is located whenever a student is expelled from HCCS.

10.11: Rehabilitation Plans

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

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

the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon HCCS capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

   If HCCS, the parent (in the case of a minor), and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

   If HCCS, the parent (in the case of a minor), and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

   c. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that HCCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

e. Return the student to the placement from which the student was removed, unless the parent (in the case of a minor) and HCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or HCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and HCCS agree otherwise.

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

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

Element 11: Employee Retirement Systems

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

11.1-3: Certificated, Classified, and Other Staff Members

All full time certificated employees at Highlands Community Charter School participate in a qualified retirement plan including, but not limited to, State Teachers Retirement System (STRS) or the federal social security system based on their eligibility to participate. HCCS teachers participate in STRS. Non-certificated/classified staff participate in a 401A defined contribution plan.

Employees may have access to other school-sponsored retirement plans and other benefit plans according to policies developed by the Board of Directors and adopted as HCCS employee policies. In the event that the Internal Revenue Service adopts regulations barring non-profit entities from participating in the public-funded retirement plan (STRS), employees will be covered by federal social security and/or an employer-sponsored retirement plan as approved by the HCCS Board of Directors. HCCS will inform all applicants for positions within HCCS of the retirement system options for employees of HCCS and notify all applicants that accepting employment at HCCS may exclude the employee from further coverage in their current retirement system. The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made. HCCS will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and staff.

Element 12: Public School Attendance Alternatives

The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. **(Ed. Code § 47605(b)(5)(L).)**

12.1: Informing Students of Public School Attendance Alternatives

No student may be required to attend Highlands Community Charter School. Students who reside within the District who choose not to attend HCCS may attend school according to District policy or at another school district or school within the District in accordance with existing enrollment and transfer policies of their district or county of residence. Each student enrolled in HCCS are informed on admissions forms that the students have no right to admission in a particular school of a local education agency (or program of any local education agency) as a consequence of enrollment in HCCS, except to the extent that such a right is extended by the local education agency.

Element 13: Rights of District Employees

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. **(Ed. Code § 47605(b)(5)(M).)**

No public school employee will be required to work at Highlands Community Charter School. Employees of the District who choose to leave the employment of the District to work in the Charter School will have no automatic rights of return to the District after employment by HCCS unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

All employees of HCCS will be considered the exclusive employees of HCCS and not of Twin Rivers (TRUSD), for the purposes of the Education Employment Relations Act, unless otherwise mutually agreed in writing. Employment by HCCS provides no rights of employment at any other entity, including any rights in the case of closure of HCCS.

Element 14: Dispute Resolution Procedures

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

14.1: Providing Written Notification

Disputes Arising from within HCCS

It is the intent of Twin Rivers Unified School District (TRUSD) and HCCS that complaints and disputes be resolved quickly and informally in an atmosphere of cooperation whenever possible. If employees are represented by a union, they must first exhaust their internal remedies before filing a grievance.

Complaints regarding the operation of HCCS which do not involve TRUSD liability or issues of student health or safety will be forwarded to HCCS for processing according to procedures adopted by HCCS prior to being addressed by TRUSD. HCCS procedures will include reasonably expeditious time lines and a full opportunity for students who are minors directly affected to express their concerns. TRUSD will not address the dispute if HCCS is able to fully resolve the problem unless HCCS requests TRUSD involvement.

The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

Disputes between HCCS and TRUSD

HCCS and TRUSD will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of any dispute between HCCS and TRUSD, excluding revocation of the Charter but including audit exceptions and deficiencies, the complaining party will prepare a written dispute statement which will be simultaneously submitted to the TRUSD Superintendent or designee and the HCCS Executive Director. The Executive Director and the Superintendent or designee will meet and confer within five (5) business days from the date of receipt of the written dispute statement and attempt to resolve the dispute. In the event that this conference fails to resolve the dispute, each party will identify two members of their respective governing boards who shall meet with the Superintendent or designee and the Executive Director within ten (10) business days and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, either party will, within five (5) business days following the meeting, submit the matter to the Sacramento County Superintendent of Schools. The parties agree to be bound by the County Superintendent's decision and will indicate as such when submitting the matter to the County Superintendent. If the County Superintendent declines to hear the matter, the parties may agree to submit their dispute to a mutually agreeable, neutral third-party mediator for resolution in accordance with any procedure determined and prescribed by the mediator and agreed to by the parties. Review by the County Superintendent or mediator will be held within forty-five (45) business days of receipt of the initial dispute statement. The cost of the mediator will be equally shared between TRUSD and HCCS. If the parties are unable to resolve the matter before a mutually agreeable mediator, either party may pursue any other remedy available under the law.

Unless directed otherwise, all written dispute notifications between the District and Charter School shall be addressed as follows:

Bill McGuire
Twin Rivers Unified School District
5115 Dudley Blvd.
McClellan, California 95652

Murdock Smith
Highlands Community Charter School
1333 Grand Ave
Sacramento, California 95838

In the event that the TRUSD Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this will be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the TRUSD's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

HCCS shall timely notify TRUSD of any and all complaints filed against HCCS by its employees, students, and vendors, involving violations of the Charter, the MOU, State or federal law, or alleged financial mismanagement.

Revocation Protocol

HCCS and Twin Rivers Unified School District (TRUSD) agree that the dispute resolution procedure set forth above will not apply to any matter that could lead to revocation of the Charter. Prior to revocation of the Charter, TRUSD shall provide HCCS with written notice of its belief and an opportunity to meet with and respond to TRUSD within a reasonable time, which shall be not less than five (5) business days, prior to issuing a written notice to "cure and correct," unless TRUSD determines in writing that the violation constitutes a severe and imminent threat to the health or safety of the pupils in accordance with Education Code section 47607(d) and its implementing regulations. Thereafter, if TRUSD determines that revocation is warranted, it will comply with the procedures set forth in Education Code section 47607.

Element 15: Charter School Closure Procedures

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

15.1: Closure Agents

The following procedures shall apply in the event HCCS closes. The following procedures apply regardless of the reason for closure.

Closure of HCCS will be documented by official action of the Board of Directors of HCCS. The action will identify the reason for closure. The official action will also identify an entity and person(s) responsible for closure-related activities. The HCCS Board shall promptly notify (TRUSD), within 10 business days, of the closure and the effective date of the closure. The entity responsible for implementing the closure procedures will be experienced in dissolution and closure of public educational programs and will comply with all legal requirements regarding the confidentiality of student records. The Chair of the Board of Directors will serve as the official contact for purposes of implementing the closure protocol set forth in the Charter and its plan for maintaining and transferring student records, and payment of debts and liabilities and distribution of remaining assets. Closure initiated by the HCCS Board will not take effect before the end of the normal school year in June unless agreed to in writing by TRUSD.

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

The HCCS Board of Directors will ensure timely notification to the students of HCCS of the closure and will provide information to assist students in locating suitable alternative programs. This notice will be provided promptly, within ten (10) business days, following the HCCS Board's decision to close HCCS. HCCS will provide TRUSD with all student contact information promptly following such decision.

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

As applicable, HCCS will provide students and TRUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. HCCS will store original records of HCCS students in HCCS administrative office until the closure of HCCS. No later than the date of closure, all records will be transferred to TRUSD. If the District will not or cannot store the records, the HCCS will work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as is reasonably practical, HCCS will prepare final financial records. Within six (6) months, following the date of closure, final financial records shall be prepared and an independent audit completed. HCCS will pay for the final audit (Reserve Fund). The audit will be prepared according to standards for public school audits by a qualified Certified Public Accountant experienced in public school audits selected by HCCS and will be provided to TRUSD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to HCCS.

HCCS will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of HCCS, all assets of HCCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending HCCS, remain the sole property of the HCCS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the TRUSD or TRUSD property will be promptly returned upon HCCS closure to the TRUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, HCCS shall remain solely responsible for all liabilities arising from the operation of HCCS. Should Highlands Community Charter Schools dissolve as a nonprofit public benefit corporation, the HCCS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

HCCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

Facilities

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. **(Ed. Code § 47605(g).)**

16.1: Facilities Mission

As a public charter school, the HCCS mission is to provide a safe, stimulating, and vibrant student-centered learning community that primarily addresses the academic and transitional needs of students who are credit deficient and seeking a high school diploma. HCCS:

- provides adequate space on site for maintaining current site activities,
- locates near public facilities that offer services that complement the instructional facilities at HCCS such as libraries, parks, and institutional facilities, and
- provides adequate site space to accommodate necessary support functions, such as staff and visitor parking, loading/unloading for student transportation, and useable and safe outdoor and dining areas.

In order to properly meet the facilities needs of HCCS, an understanding of the proposed educational programs, services, and student trends is required. Including classroom space, the square footage calculations include a variety of administrative and clerical spaces, hallways, student/staff break areas, restrooms, custodial closets, storage area and utilities closets.

16.2: Locations

Highlands Community Charter School's main campus is located at 1333 Grand Ave., Sacramento, CA 95838. HCCS students are currently served at 24 locations around the greater Sacramento region. In addition to our main campus, HCCS locations include the following:

- **Asher College, Sacramento Campus.**—1215 Howe Avenue Suite 101, Sacramento, CA 95825
- **Asian Resources, Inc.**—2411 Alhambra Boulevard. #110, Sacramento, CA 95817
- **Asian Resources, Inc. Citrus Heights Center.**—5750 Sunrise Boulevard #100, Citrus Heights, CA 95610
- **Bach Viet Association, Inc**.—1050 Fulton Avenue Suite 110, Sacramento, CA 95825
- **Bethany Slavic Missionary Church**—9880 Jackson Road, Sacramento, CA 95827
- **Capital Christian Center**—9470 Micron Avenue, Sacramento, CA 95827
- **Clayton B. Wire Elementary**—5100 El Paraiso Avenue, Sacramento, CA 95824
- **Cosmo Beauty Academy**—3500 Fulton Avenue, Sacramento, CA 95821
- **Faith Legacy**—3532 Whitney Avenue, Sacramento, CA 95821
- **Greater Sacramento Urban League**—3725 Marysville Boulevard, Sacramento, CA 95838
- **Holy Cross Academy**—800 Todhunter Avenue, W. Sacramento, CA 95606
- **Industrial Park**—8180 Industrial Parkway, Sacramento, CA 95824
- **La Familia Counseling Center, Inc.**—3301 37th Avenue, Sacramento, CA 95824
- **Marconi**—2435 Marconi Avenue, Sacramento, CA 95821
- **Marina Vista: Sacramento Housing and Redevelopment Agency**—30 Seavey Circle, Sacramento, CA 95818
- **McClellan: Extension**—3144 Palm Street, Bldg. 826, McClellan Park, CA 95652

- **National Shrine of Our Lady Of Guadalupe**—711 T Street, Sacramento, CA 95811
- **Opening Doors**—1111 Howe Avenue, Suite 125, Sacramento, CA 95825
- **Saint Anne's Church**—7720 24th Street, Sacramento, CA 95832
- **SALAM Academy**—4541 College Oak Drive, Sacramento, CA 95841
- **St. Matthews Episcopal Church**—2300 Edison Avenue, Sacramento, CA 95821
- **St. Rose Campus**—5961 Franklin Boulevard., Sacramento, CA 95824
- **St. John's Women's Shelter**—8401 Jackson Road, Sacramento, CA 95826
- **The Fountain Of New Life Ministries**—2771 Grove Avenue, Sacramento, CA 95815

HCCS is nonsectarian in its programs, admission policies, and all other operations, even at sites located at religious institutions. All HCCS sites are accessible to students by foot, public transportation, or car. HCCS ensures that the facilities align with all building and fire codes for instructional purposes as provided in Education Code Section 47610. In addition HCCS will alert TRUSD at least 30 days prior to occupancy of every site to be leased, purchased, or controlled by the school for instructional purposes. HCCS will not pursue Proposition 39 facilities from the District.

16.3: Annual Operational Agreement

HCCS and Twin Rivers Unified School District (TRUSD) will negotiate in good faith on an annual basis to develop an Annual Operational Agreement/Memorandum of Understanding establishing the specific financial, operational and service relationship between the two parties. Additionally, it may address other matters of mutual interest not otherwise resolved within the terms of HCCS' Charter.

16.4: Operational Powers and Liabilities

HCCS shall be fiscally responsible for its own operations and shall manage its operations efficiently and economically within the constraints of its annual budget.

HCCS shall have no authority to enter into a contract that would bind Twin Rivers Unified School District (TRUSD) or to extend the credit of TRUSD to any third person or party without the express written consent of TRUSD. HCCS shall clearly indicate to all vendors and other entities and individuals outside TRUSD with which or with whom HCCS enters into an agreement or contract for goods or services that the obligations of HCCS under such an agreement or contract are solely the responsibility of HCCS and are not the responsibility of TRUSD.

Insurance

16.5: Insurance Coverage

HCCS secures and maintains, during the term of the Charter, commercially reasonable general liability, property, errors and omissions, worker's compensation, and other necessary insurance coverage in the amounts specified by the Annual Memorandum of Understanding to protect HCCS from claims that may arise from its operations. Each policy shall include language stating particular who is insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation or reduction notice will be sent; and (3) a statement that the District and its officers, employees and agents are named as additional insured.

Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. The Charter School will provide copies of certificates of insurance, as provided herein, to the District upon request.

Fiscal Matters

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

16.6: Funding

HCCS receives funding according to the Local Control Funding Formula pursuant to Education Code Section 42238.02(d) and its successors will opt to receive its funding directly from the state. An account for HCCS will be maintained at the Twin Rivers Unified School District (TRUSD). Any funds due to HCCS that flow through TRUSD shall be forwarded to HCCS as soon as practical.

16.7: Fiscal Strength

HCCS has significant financial strength. This strength includes strong financial reserves to ensure smooth cash flow and the meeting of all obligations. Moving forward HCCS will continue to have very strong financials as can be seen in the five-year budget and financial projections under Tab 4.

16.8: Budgets and Cash Flow

A five year budget and financial projections is included under Tab 4. This document is based upon the Local Control Funding Formula and the best estimates of revenues and costs available to HCCS at this time.

16.9: Financial Reporting

HCCS will provide reports to TRUSD as follows as required by Education Code Section 47604.33 and may provide additional fiscal reports as requested by TRUSD:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of HCCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

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

For reports 1-4, above, HCCS shall also provide with each financial report supporting and/or back up information, including but not limited to multi-year projections for current and two subsequent years, assumptions used for two subsequent years, explanation for major variances by category between reporting periods, enrollment projection, ADA P2 projection by grade level, COLA & Deficit percentage, calculation used for determining general purpose funding, list of statutory benefit rates, list of H&W rates and number of participants, and number of FTEs for certificated and classified employees for each year.

Pursuant to Education Code Section 47604.3, HCCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records, cash flow and budget, and ADA P2 projections from the District. HCCS agrees to and submits to the right of the District to monitor the Charter School's ADA projections and cash flow shortages in order to carry out the District's statutorily required oversight.

16.10: District Reports

Twin Rivers Unified School District (TRUSD) agrees to file all reports specifically required by law pertaining to their role as an authorizing agent to be filed with the California Department of Education or any other State or federal agency by a local educational agency on behalf of HCCS and/or TRUSD. HCCS will promptly provide TRUSD with any information, data, or documentation necessary for TRUSD to timely file such reports in accordance with law. HCCS will be solely responsible for the accuracy of all data submitted to TRUSD. HCCS will be responsible for filing all other reports as may be required by law.

16.11: Attendance Reporting, School Calendar, and Other Data

HCCS will provide Twin Rivers Unified School District (TRUSD) with a copy of the HCCS annual attendance calendar no later than July 1 of each year. HCCS will maintain no less than the minimum number of instructional days and minutes required by the Education Code and/or the California Code of Regulations for each grade level served.

Subject to TRUSD approval, HCCS will establish and maintain an attendance reporting system to record and account for the Charter School's ADA, as defined in Title V California Code of Regulations section 11960. HCCS will timely report ADA figures to TRUSD as necessary to enable the school to receive funding. The Charter School will provide TRUSD with a monthly enrollment report no later than the 15th calendar day of the following attendance month. HCCS will provide all data and reports required by TRUSD in hard copy and electronic data files. HCCS will submit enrollment and demographic information to the California Education Data System (CBEDS), or its successor, the California Student Information System (CSIS), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, HCCS will provide TRUSD with documentation of the teacher/student ratio for the Charter School. HCCS will also provide TRUSD with amended ADA reports for the 2016-17 school year and all other prior years as recommended by the FCMAT audit report of May 2018.

16.12: Annual Review and Notice to District of Change in Status

HCCS will participate in an annual review conducted by Twin Rivers Unified School District (TRUSD), if any, of all programs offered at the Charter School, including their effectiveness and student achievement. Both parties will act reasonably and in good faith in both the review and the response to the review.

HCCS will provide TRUSD no less than thirty (30) days prior written notice of any actions taken by the Charter School that may and/or will affect and/or change the status of HCCS, and which falls within TRUSD oversight responsibilities. Nothing herein shall preclude the parties from negotiating or amending the charter to include additional services not contemplated by this charter.

16.13: Regulations and Compliance

HCCS will work diligently to comply with all rules and regulations placed upon it by regulatory entities, such that it follows both the letter of the law and the spirit of the law. We recognize that the California legislature enacted charter school law to encourage innovation in the field of education, and thus we will use all authority and ability granted to us as a school to innovate and push beyond the status quo. We will do so responsibly and accountability.

16.14: Technology

HCCS will utilize technology in all aspects of how it functions to lower the cost of education, improve efficiency, and improve the effectiveness of education. Recognizing that there is always a cost-benefit tradeoff when using technology, HCCS will purchase hardware, software, and services based upon the value it brings to the overall learning process.

HCCS will consider the full cost-benefit of technology purchases, including upfront costs, cost of support, cost of modification, and approximate lifespan of the technology, and compare this with the benefits that the technology adds to the educational process and overall system of the school.

Other Clauses and Procedures

16.15: Term of Charter

The term of this charter shall begin on July 1, 2019 and expire June 30, 2024.

16.16: Amendment of Charter

Any amendments to this charter shall be made by the mutual agreement of the governing boards of TRUSD and HCCS. HCCS may present a petition to amend the charter at any time, and TRUSD agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 or its successors.

16.17: Cooperation

Twin Rivers Unified School District (TRUSD) agrees to cooperate with HCCS in all matters related to the implementation of this charter and interactions with the California State Board of Education.

16.18: Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Twin Rivers Unified School District (TRUSD) Board of Trustees and HCCS Board of Directors.

16.19: Administrative Services

The manner in which administrative services of the charter school are to be provided. **(Ed. Code § 47605(g).)**

HCCS conducts or procures all of its own administrative and business services including, but not limited to, academic, special education, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. All contracts are vetted for conflict of interest as adopted by the HCCS Board of Directors. HCCS provides or procures all administrative services to further ensure high quality services, in a cost-effective manner.

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. HCCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

16.20: Potential Civil Liability Effects

Potential civil liability effects, if any, upon the charter school and upon the school district. (Ed. Code § 47605(g).)

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

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

Further, HCCS and TRUSD have a memorandum of understanding, wherein HCCS indemnifies TRUSD for the actions of HCCS under this charter.

The corporate bylaws of HCCS provide for indemnification of the HCCS Governing Board of Directors, officers, agents, and employees, and HCCS maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of TRUSD and the TRUSD insurance company for schools of similar size, location, and student population. TRUSD will be named an additional insured on the general liability insurance of HCCS.

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

16.21: Funding and Oversight Fee

HCCS elects to receive the state aid portion of charter school general-purpose entitlement and categorical block grant funds and any other funding as now computed by the Local Control Funding Formula pursuant to Education Code Section 42238.02 and implemented by Education Code Section 42238.03, and as received by the Charter School for its "Adult Education" programs, directly in accordance with Education Code Section 47651(a)(1). Funds for the Charter School shall be deposited directly into an account for the "Highlands Community Charter School" with the Sacramento County Office of Education ("SCOE"). The SCOE will then remit the funds to the Charter School. The District shall transfer to the Charter School funding in-lieu-of property taxes in accordance with Education Code Section 47635. HCCS recognizes that the District shall have no responsibilities for funding the Charter School beyond that required by law.

Neither Greater Sacramento Urban League nor any other WIOA service provider in partnership with HCCS receives any type or amount of apportionment. Furthermore, these partners do not operate as an adult school program.

The Charter School agrees that all funding received for the Charter School, from any and all sources, including but not limited to all funding sources set forth in this Charter, or other agreement with the District, shall be used exclusively to operate the Charter School, and shall not be used, either directly or indirectly, or by loan or gift, to fund, assist, pay for the debts of, or towards the operation of, any other school or establishment managed, controlled, or operated by the Corporation or Charter School, or operated by its members, officers, agents, servants, and employers, or for any other purpose whatsoever, unless mutually agreed by the parties.

In consideration for the actual costs of supervisorial oversight by the District, the Charter School shall pay an amount not to exceed one percent (1%) of the revenue of the Charter School (hereinafter, the "Oversight Fee") pursuant to Education Code section 47613. "Supervisorial oversight" for purposes of this section shall be limited to those duties listed in Education Code section 47604.32(a)(1) through (5), only. "Revenue" for purposes of this calculation is defined pursuant to Education Code section 47613(f) in the current fiscal year from the local control funding formula calculated pursuant to Education Code sections 42238.02 and 42238.03. "Revenue" for purposes of this calculation shall not include Charter School fund-raising activities, private donations, other public grants, or any other source of income developed by the Charter School.

16:22: Payment Schedule

The Charter School shall pay the supervisorial oversight fee and any other fees in quarterly installments for each school year. The District shall invoice the Charter School for fees due as of September 30, December 31, March 31, and June 30, with invoices to be prepared and submitted by the District to the Charter School within thirty (30) calendar days during the year and by September 15 (when the books are closed) at the end of the year. The Charter School shall pay all invoices within fifteen (15) business days of their issuance by the District. In the event payment is not received within five (5) business days following the payment due date, and/or if such payment is returned or unpaid due to insufficient funds, the Charter School authorizes the District to deduct any such fees or payments from future apportionments or any other monies received by the SCOE and/or District for the Charter School. The District may elect to offset and deduct any such fees from the District in-lieu property tax revenues next payable to the Charter School, in which case the District shall provide the Charter School with a detailed statement showing the amount of any such offset.

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EXHIBIT 2

LETTER FROM TRUSD EXTENDING HCCS CHARTER TERM, DATED AUGUST 5, 2021 – *CHARTER TERM EXTENDED FROM JUNE 30, 2024 TO JUNE 30, 2026*

TwinRivers
UNIFIED SCHOOL DISTRICT

Board of Trustees

Michelle Rivas
President

Michael Baker
Vice President

Christine Jefferson
Clerk

Bob Bastian
Member

Basim Elkarra
Member

Linda Fowler, J.D.
Member

Rebecca Sandoval
Member

Superintendent
Steve Martinez, Ed.D.

To inspire each student to extraordinary achievement every day

August 5, 2021

Via U.S. Mail and E-Mail

Murdock Smith
Executive Director
Highlands Community Charter School
1333 Grand Ave. Building C.
Sacramento CA, 95838

Re: Two-Year Extension of Charter Term Pursuant to Assembly Bill 130

Dear Murdock Smith,

As you are likely aware, on July 8, 2021, the California Legislature passed the Education Trailer Bill (Assembly Bill 130). As part of that legislation, charter schools with terms expiring between January 1, 2022 and June 30, 2025 receive an automatic two-year extension.

Since Highlands Community Charter School's charter term will expire within the above-referenced time frame, please consider this letter as the District's acknowledgement of the two-year extension afforded under Assembly Bill 130. Therefore, Highlands Community Charter School's charter will now expire on June 30, 2026.

Should you have any questions or concerns, please feel free to contact my office.

Sincerely,

Lori Grace,
Associate Superintendent, School Leadership

Physical Address: 5115 Dudley Blvd. • McClellan, CA 95652
Mailing Address: 3222 Winona Way • North Highlands, CA 95660
(916) 566-1600 • FAX (916) 566-1784 • www.twinriversusd.org

EXHIBIT 3

LETTER FROM TRUSD EXTENDING HCCS CHARTER TERM, DATED OCTOBER 6, 2023 – *CHARTER TERM EXTENDED FROM JUNE 30, 2026 TO JUNE 30, 2027*

TwinRivers
UNIFIED SCHOOL DISTRICT

Board of Trustees

Michelle Rivas
President

Michael Baker
Vice President

Christine Jefferson
Clerk

Stacey E. Bastian
Member

Basim Elkarra
Member

Linda Fowler, J.D.
Member

Rebecca Sandoval
Member

Superintendent
Steve Martinez, Ed.D.

October 6, 2023

VIA E-Mail

Murdock Smith
Executive Director
Highlands Community Charter School
1333 Grand Ave. Building C.
Sacramento CA 95838

RE: One-Year Extension of Charter Term Pursuant to Assembly Bill 114

Dear Murdock Smith,

As you are likely aware, on July 10, 2023, the California Legislature passed the Education Trailer Bill (SB 114). As part of that legislature, charter schools with terms expiring between January 1, 2024 and June 30, 2027 receive an automatic one-year extension.

Since Highland's Community Charter School's charter term will expire within the above-referenced time frame, please consider this letter as the district's acknowledgement of the one-year extension afforded under SB114. Therefore, Highland's Community Charter School's charter will now expire on June 30, 2027.

Should you have any questions or concerns, please feel free to contact my office.

Sincerely,

Lori Grace,
Associate Superintendent, School Leadership

To inspire each student to extraordinary achievement every day

Physical Address: 5115 Dudley Blvd. ◆ McClellan, CA 95652
Mailing Address: 3222 Winona Way ◆ North Highlands, CA 95660
(916) 566-1600 ◆ FAX (916) 566-1784 ◆ www.twinriversusd.org

EXHIBIT 4

CICA PETITION FOR ISSUANCE OF CHARTER TO CALIFORNIA INNOVATIVE CAREER ACADEMY – *CHARTER TERM OF JULY 1, 2019 – JUNE 30, 2024*

HIGHLANDS
COMMUNITY CHARTER SCHOOL

Petition for the California Innovative Career Academy

Respectfully Submitted to the
Twin Rivers Unified School District
Board of Trustees

For the Charter term of July 1st, 2019–June 30th, 2024

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Preface

Highlands Community Charter and Technical Schools (HCCTS), a California Public Benefit Corporation, is submitting this Charter Petition to start California Innovative Career Academy (CICA). This petition represents an opportunity for Twin Rivers Unified School District to have a greater number of its parents and other adult community members served, such that they can receive the opportunity to earn a high school diploma, and thus also help the children of the district. Since there is a limited amount of consortium dollars that are available to fund Twin Rivers Adult School, California Innovative Career Academy will further extend Twin Rivers' capability to serve these adult students without taking away resources from its own schools, just as California Innovative Career Academy has already extended Twin Rivers' ability to serve parents and other adults without losing resources.

The reason HCCTS wishes to start California Innovative Career Academy separate from its existing California Innovative Career Academy is simple: the current charter school is classroom-based, which means that all students must have at least 80% of their days of attendance within a classroom. However, most adults need to work, and even with a part-time job, they often cannot make the state mandated number of hours of classroom attendance. Thus, by having the Independent Study School, we would be able to help more of our community members, including many Twin Rivers Unified School District parents, succeed.

Assurances, Affirmations, and Declarations

As the authorized lead petitioner, I, Murdock Smith, hereby certify that the information submitted in this application for California Innovative Learning Academy, located within the boundaries and authority limits of the Twin Rivers Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school. California Innovative Career Academy(also referred to herein as "CICA" and "Charter School") shall:

- California Innovative Career Academy will commence services prior to September 30, 2019. The target date for the beginning of instruction is July 8, 2019: which will ensure compliance with Education Code Section 47652(c).
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Not charge tuition.
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code.
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School and who submit a timely application, unless CICA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to CICA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CICA in accordance with Education Code Section 47605(d)(2)(C). (Ed. Code § 47605(d)(2)(A)-(C).)
- Notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information if a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason.
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's students and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- At all times maintain all necessary and appropriate insurance coverage.
- For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- On a regular basis, consult with its students, parents and teachers regarding CICA education programs. (Ed. Code § 47605(c).)
- Comply with any jurisdictional limitations to locations of its facilities.
- Comply with all laws establishing the minimum and maximum age for public school enrollment.
- Comply with all applicable portions of the No Student Left Behind Act.
- Comply with the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act.
- Comply with the Ralph M. Brown Act.
- Meet or exceed the legally required minimum of school days. (Title 5 California Code of Regulations § 11960.)

_____ _____

Murdock Smith, for CICA April 8, 2019
1333 Grand Ave.
Sacramento, CA 95838
(916) 844-2283

Element 1: The Educational Program

***Governing Law*: A description of the educational program of the School, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an "educated person" in the 21st century, and how**

learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

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

In accordance with California Education Code Sections 47605.1(g) and 47612.1, all instruction with CICA will be provided exclusively in partnership with the Greater Sacramento Urban League, a WIOA-funded organization, or other legally allowed exclusive partnership. Adult students who meet the terms of the partnership agreement and statutory requirements may be served by CICA.

California Innovative Career Academy will have a sound educational program that primarily serves unserved and underserved adults. We believe that the biggest challenge of the 21st century has been, and will continue to be, how to have the skills and knowledge to be able to have a livable-wage job, which includes students learning to become self-motivated, competent in specific "hard" and "soft" skills, and recognize that they need to be lifelong learners to keep up with a changing landscape of technology and legal requirements. While our school is a cohesive "whole," with all courses complementing each other, these courses can be configured in different permutations to build customized programs for different target populations.

Overview

Location	1333 Grand Avenue Sacramento, CA 95838
Educational Focus	Hi provides an educational opportunity that offers California standards-aligned curriculum, instruction designed to maximize the growth of all students, and a goal-oriented program of helping every student realize his or her potential.
Grades Served	Serving adults 22 years of age and older, who do not have a U.S. high school diploma.
Flexible Instruction	All students will be provided curriculum that meets the California standards for their grade level with high-interest delivery and regular and purposeful assessment.
Mission of School	We are a diverse community for social justice, serving the unserved, providing access to education, technology, communication, and employment for 21st century achievers. Through community partnerships, we will build new legacies leading to self-sufficiency and generational change.
Schools Like Highlands Independent Study	California Innovative Career Academy offers a valuable alternative for students seeking independent study opportunities; the school supports their learning through one-on-one and online curriculum led by qualified teachers.
For more information	Web site: www.CICA.org Email: Murdock.smith@CICA.org Phone: (916) 844-2283

Our Beliefs about Education

Our school is being founded on the idea that giving opportunities for appropriate education to students who have been previously unserved benefits not only these individuals but benefits society as a whole. We believe that California needs more "tax makers" not "tax takers," and that well-designed schools, particularly for adults, will make this a reality such that the overall tax burden of California will go down, and the overall well-being of all residents of California will go up.

We believe that education needs to target the ultimate needs of students, such that they gain relevant skills and knowledge to be successful in their lives. We believe different students have different needs, so following a Theory of Constraints model, it is critical to have education that targets those specific needs, otherwise success will not occur. We recognize that all 21st century careers require technical skills and the ability to apply theory and academics to support those skills.

We believe that we must strive for greater efficiency and productivity in the learning process to help students to succeed, but that efficiency and effectiveness are only gained when students can retain and apply what they learn, and any "accelerated" program in which students can not apply the skills and knowledge they learned is actually decelerated learning, or worse.

We believe in making data-driven decisions in line with the scientific method, such that strategies are clearly planned for the long-term, but that logistics are only detailed for the short-term, with the understanding that the future is unknown, partly unknowable, and schools must have the ability to be flexible and adapt to an ever changing environment.

We believe in accountability to accurate principles. We believe there are mutually exclusive philosophies of either falsely believing we already know all the answers, or truly knowing that we can determine the answers as we gain more knowledge. We recognize that all forms of evaluation, whether of student learning, faculty teaching, accuracy and relevancy of content, or effectiveness of methodology will always have error, and that it is our job to reduce the error, and determine which direction is best for the system as a whole. We believe in sharing what we have learned and developed with others, such that we support open content, open source software, and open access to information.

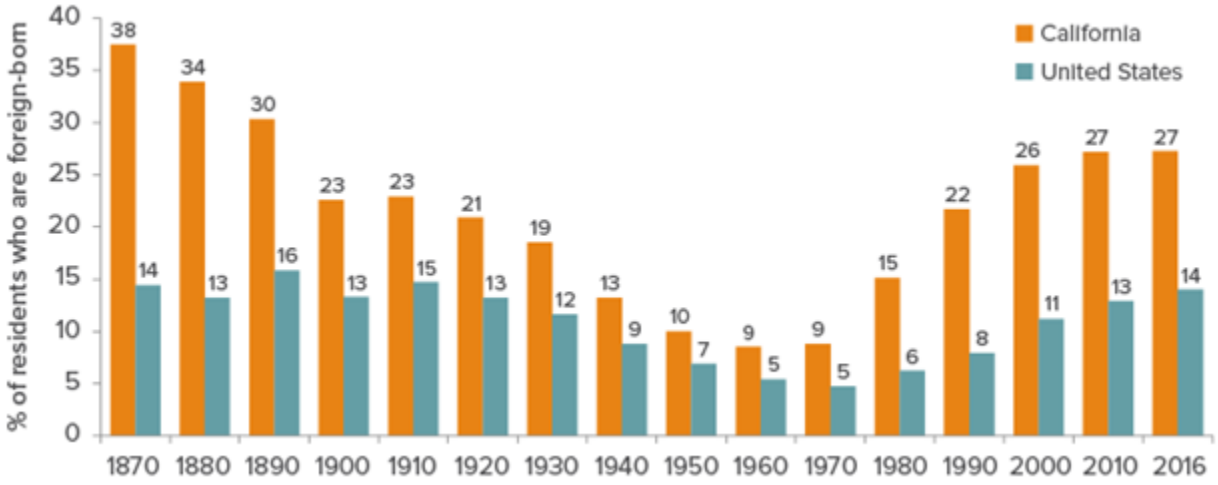
It is on this strong foundation of principles that our petition for a multi-campus adult-serving charter school is being submitted, and from which we believe success will result.

Community Characteristics and Need

California

Immigrants in California (A Community of Immigrants)

According to the Public Policy Institute of California (PPIC), there are approximately 10 million immigrants in California, which is about one quarter of our state's total population. We have more immigrants in California than in any other state in the nation. According to the US Census, half of all children in California have at least one immigrant parent. Of those immigrants, almost 80% of them are working age adults, and approximately 34% of them do not have a high school diploma. Although immigrants are just as likely to work as Americans, they tend to make 24% less money. It is imperative that these immigrants have the opportunity to access education, learn English, complete their high school diploma, and attend vocational training and/or college. Research shows that many foreign-born immigrants and minorities have lower high school graduation rates. Below is a graph that shows immigrants living in California and the United States by year from 1870-2016.



(Source: US Census Bureau, Decennial Censuses, and the American Community Survey)

Sacramento's Demographic Information

In 2002, the Civil Rights Project at Harvard University labeled Sacramento the most diverse city in the United States. According to the US Census Bureau as of July 2017, the population of Sacramento is 45% white, 23% Hispanic, 16% Asian, 11% black, and 6% are two or more races. Demographers expect the minority population to continue to grow in Sacramento and it is estimated that by 2050 Sacramento will grow by 54%. It is estimated that in Sacramento 62% of the population speaks English as a first language while 38% are English learners. In Sacramento, our minority populations are more likely to experience poverty than the white population. In Sacramento only 14% of the white population is socioeconomically disadvantaged, compared to 28% of the black population, 27% of the Hispanic population, 26% of the Native population, and 23% of people who identified as two or more races.

Sacramento's Workforce

Approximately 62% of people living in Sacramento are participating in the workforce with employment at 56% and unemployment at 10.5%. Minority groups have higher rates of unemployment with 17% unemployment for our black population, 15% for people who identified as two or more races, and 14% for Native Americans. Level of education is directly related to employment with a positive linear relationship. As of 2017, the median income in Sacramento was $60,239 with just over 14% of people in Sacramento living in poverty.

Sacramento's Education

For people living in Sacramento without a high school education, only 56% of them are employed compared to 70% of high school graduates, 78% with some college, and 87% for those with a bachelor's degree or higher. Within the Twin Rivers Unified School District, 31.7% of students drop out between ninth and twelfth grade with nearly 500 more students who stay enrolled through twelfth grade but do not graduate. According to the 2010 Census, up to 20% of adults living in the Twin Rivers Unified School District do not have a high school diploma or equivalent (Public Policy Institute of California, 2012). According to the US Census data in 2017, approximately 30% of people living in Sacramento have a bachelor's degree, while the remaining 70% do not.

The Need for California Innovative Learning Academy

The area covered by the Twin Rivers Unified School District has tremendous educational needs. While some of these needs were met in the past by the adult education program of Twin Rivers Unified School District, with budget cuts, most of these opportunities have gone away for those who do not have a U.S. high school diploma. This has greatly impacted student access to dropout recovery, as well as programs serving ex-offenders and immigrants. All of these groups not only have a direct need for services, but by helping them, we also help the state of California by reducing welfare services, reducing recidivism, increasing the tax base, and increasing the cohesiveness of our society.

The Need for Dropout Recovery

Research has demonstrated that within a school year a student drops out of high school every 9 seconds in the United States (Lehr, Johnson, Bremer, Cosio, & Thompson, 2004). Further, according to the California State Legislature, "Research suggests that fewer than 70 percent of 9th grade pupils in California, and in some school districts, fewer than 50 percent, graduate from high school" (Carter, 2011).

The Need to Educate Ex-Offenders

High school dropouts are much more likely to become incarcerated, and many families in the Twin Rivers district are affected by having a family member who is an ex-offender. California Innovative Career Academy will be able to help rehabilitate these ex-offenders and provide them real job skills. By being able to provide for their family in a legitimate manner, the children of the ex-offenders will have better role models and be more likely to break the cycle of crime. Without serving this unserved population, the problem will just continue to grow in the Twin Rivers district.

Beyond the family, the community benefits when ex-offenders gain the skills needed to get a livable-wage job. For example, in our Truck Driving program, Linda Fowler (Site Administrator) has had as low as a 7% recidivism rate (California Performance Review Panel, 2004). This lowers the tax-burden to the community and California by these "tax-takers becoming tax-makers," to quote County Supervisor Phil Serna.

The Need to Educate and Acclimate Immigrants

Sacramento has been labeled "America's Most Diverse City" (Stodghill & Bower, 2002), with many first generation immigrants. It is critical that new immigrants are able to learn the most common language and cultural norms of the United States to integrate and identify with being part of our nation. Without having this opportunity, immigrants tend to stay in their own ethnic communities, which then makes our nation becomes less of a United States of America. CICA will provide educational opportunities for immigrants to learn English, obtain U.S. Citizenship, and get a U.S. high school diploma.

Benefits and Potential Impact on Twin Rivers Unified School District

CICA will have a positive benefit to the Twin Rivers Unified School District. Given that CICA will serve adults, no students will come from existing Twin Rivers traditional K-12 schools. Further, by educating the parents of students in the Twin Rivers traditional K-12 schools, these younger students will likely have greater academic success. By being an independent charter school, Twin Rivers Unified School District will not take on any risk and insurance costs of the charter school. The general benefits of having an adult-serving charter school can be found in "Reasons and Methods for California School Districts to Transfer Adult Education Services to Adult-Serving Charter Schools" (Walker, 2013a).

Aims and Vision of Our School

Our mission is simple: *To Serve the Unserved*.

This petition contains an ambitious proposal that is quite achievable to build a charter school that targets key unserved groups of adult students and can provide the appropriate primary and secondary career technical education to help students from these groups to succeed.

CICA will serve those who don't have a U.S. high school diploma and within this set we'll focus on general high school dropouts, parents, immigrants, and ex-offenders.

Content of Curriculum

It is clear that in the 21st century, being an "educated person" means more than learning traditional academics. Statistics usually slice the population into categories based solely on level of academic attainment, showing that college graduates tend to do better in the job market than those with only a diploma, who in turn tend to do better than high school dropouts.

But these statistics can be misleading, because surveys of employers show that they want skills and experience in their employees. This is why graduates with career focused degrees, such as engineering, law, or health care degrees, do better in the job market than those who have English or philosophy degrees. Further, it is why "blue collar" workers who are highly skilled generally do just as well, if not better than, college graduates. We believe that the elitism of believing that the only path to success is through a college degree needs to end. This is why CICA will be a career technical education (CTE) focused school, which will work to ensure that all graduates have the knowledge and skills in a specific career pathway, such that they are sufficiently competent to gain employment upon graduation, and also to be prepared to enter a community college or postsecondary vocational school, if they so choose.

This is clearly in line with the eight (8) state priorities, as the mission statement for the Common Core State Standards states: "The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers." CICA believes that there is no better way to teach to the standards and accomplish this goal of preparing students for success in their real-world careers than through teaching the standards in line with career technical education (CTE).

We believe that it is critical to link academic topics to experiences that are relevant to students. This can clearly be seen in a study of high school dropouts which showed that 81 percent of dropouts said there should be more opportunities for real-world learning. This study also gave evidence that many dropouts want more experiential learning and want to see a connection between school and getting a good job (Bridgeland, DiIulio, Jr., & Morison, 2006).

As an example of how we will accomplish this, one of the industry sectors that our school will focus on is that of transportation, initially including truck and bus driving, and later having have both a Diesel Mechanic and Auto Body Repair program. In these career pathways, we plan to offer a course in the Algebra and Physics of Transportation, in which students will learn to apply the Common Core High School Algebra Standards through learning the Physics of how Vehicles work, aligned with the California Science Standards. Similar integrated academic courses will exist with English Language Arts, where Common Core emphasizes reading and writing technical documents.

Other industry sectors that CICA plans to provide career pathways within include transportation (Truck & Bus Driving, Diesel Mechanic, Auto Body Repair), building and construction trades (HVAC/R, Metal Fabrication, and other construction trades), education (Vocational Parent Education Program), information and communication technologies (Office Technician), and marketing, sales, and services (Entrepreneurship).
In addition to integrated academics that are career focused, we plan on using curriculum developed by Five Keys Adult Charter School that helps relate academic topics to the lives of our students. For example, in our U.S. History course we will have a component of "Forced and Voluntary Migration in the U.S.," in which students can understand the history of African American migration to and through the United States. Another example includes English and Civics curriculum which focuses on Restorative Justice, to help ex-offenders and family members of ex-offenders understand the importance of attempting to make up to society for the deeds that have been done.

For some of our students who are immigrants, they may already have gained sufficient job skills and experience previous to immigrating to the United States, but lack the necessary level of English to obtain employment. Many of these students will have completed part of their education from their homeland, and CICA will use well-established methods to translate and evaluate their prior learning to grant credit.

CICA will offer some traditional academic content where it is appropriate. For this content, we will often utilize open resources like Khan Academy, which is aligned to Common Core and other standards. Their freely available videos and practice problems have been praised by Bill Gates and others, and allow students to learn at their own pace, with both classroom work, and homework.

Delivery of Content

There are several factors that CICA instructors will take into account for learning to best occur with their students. First and foremost, the method of instruction must correspond with the content that must be learned. For example, psychomotor skills such truck driving or typing cannot be learned by only reading a book and taking tests. Learning these skills will require practice, making small mistakes, and learning from mistakes. Doing this continual practice requires motivation, but the desire for a job to support their families, is a strong motivator for many adults.

For cognitive learning, motivation is equally important. There are multiple methods of motivating students, and CICA instructors will strive to make the material interesting to students. Further, studies show that without sufficient prior knowledge, students have gaps in their learning that prevent them from gaining new knowledge. CICA will use the CASAS assessment along with other assessment tools for new students, to determine which areas the student needs the most help with. Students often need to be able to review a topic and tackle it from different angles in order to comprehend an idea. Further, just as with psychomotor skills, practice makes permanent.

For affective learning, such as acting in an ethical manner or having a good work ethic, different students can be reached in different ways. For instance, most students can have a sense of empathy for others, and by role playing situations, they can start to understand the feelings of others and gain these values in an innate manner. However, psychologists have demonstrated that there are students who will be on the autism spectrum or have another psychological disorder and they may not have a natural sense of empathy. For these types of students, emphasizing human rights and the logic of ethics may be more effective.

After the specific type of learning is considered, instructors with CICA will assist students in learning best through considering individual differences between students. By having courses set in a more flexible and differentiated manner, students will be able to generally focus on the areas they have the most challenges in, and instructors will use multiple strategies to assist students in understanding a topic, with additional practice assignments for students to help them retain their knowledge. This also allows for the teachers to build a solid relationship with the students.

Since careers, by definition, require students to apply what they have learned, much of the education of CICA will exist at the higher levels of Bloom's Taxonomy, including analysis, synthesis, and evaluation of options. Project-based learning, simulations, and workplace learning will all be used for students to gain the skills necessary to succeed on the job and learn to apply the academic knowledge gained. For example, since some of the very large trucking companies have high turnover, and do not compensate newer drivers at a high wage, we have concluded that as part of Truck Driving, students will create a business plan to be an "owner-operator" of their own truck, including determining the cost of purchasing a truck (and interest for the loan), determining the fuel cost for hauling loads, and determining the regulations, taxes and fees they would be required to pay, in order to determine what their profit level and thereby their equivalent hourly wage would be.

CICA course structures will generally either be more set-paced or more self-paced in nature. Instructors with CICA recognize that there is a need for all students to be able to learn at an appropriate pace, such that they have sufficient time and differentiation of instruction to truly learn something before going on to a new topic, but that there is also value in students being pushed towards accomplishment and having sufficiently high expectations for students to achieve. Instructors are also cognizant of workplace expectations and ensuring students can work at a pace that would be acceptable in the workplace.

Individualized Learning Labs

It is CICA's preference to have courses structured as self-paced individualized learning labs, such that students may work mostly at their own pace, within certain time guidelines, set cooperatively by the instructor and student.

This course structure will commonly be used for core subjects; Individualized High School Learning Labs will be taught by ESEA highly qualified teachers who hold an appropriate California Teaching Credentials, such as an Adult Education Credential in Elementary and Secondary Basic Skills. In these Individualized Learning Labs, students will be in a classroom setting, and work individually on coursework, from a textbook or Internet resource, such as the KhanAcademy. The classes

will follow a "flipped" model, and the teacher will act more "in a flip" model as the "guide by the side," helping to answer questions, give guidance on particular topics, and evaluate student work. Some CTE courses and applied academic courses will also be structured in a similar fashion.

Set-Paced Courses

In some cases, there are benefits of the entire class following the same basic curriculum at the same time. This is often the case in CTE programs where group work may be common and where it may not be practical for an instructor to supervise multiple activities simultaneously (especially if there are safety hazards such as soldering, etc. that require close supervision).

Mixed-Paced Courses

Many of the applied academic courses and some CTE courses may take a mixed approach where students partly work in an individualized manner at their own pace, and also attend lectures by the instructor and participate in other set-paced projects.

Workplace Learning

According to a 2012 nationwide study of employers, conducted in part by The Chronicle of Higher Education, "An internship is the single most important credential for recent college graduates to have on their resume in their job search among all industry segments" (Reid, 2012). As such, California Innovative Career Academy will work to include Workplace Learning (internship) opportunities every career technical program that it conducts.

All Workplace Learning activities will be evaluated for their safety, qualified supervision, and learning opportunities. To comply with the Federal Fair Labor Standards Act, all Workplace Learning courses and activities for "for profit" businesses will meet the following six criteria:

- The workplace learning, even though it includes actual operation of the facilities of the employer, will be similar to training which could be simulated in a classroom-based course.
- The workplace learning experience is for the benefit of the student, and will enable the student to accomplish meaningful learning objectives. [Title 5 § 10072]
- The student will not displace regular employees, but works under close supervision of existing staff.
- The cost/benefit ratio to the employer will be neutral. This means that the cost of providing educational opportunity to students and the opportunity cost of the lower performance that a student has compared to an experienced employee will be equal or slightly greater than the economic benefit of the student help. Thus, the employer that provides the training derives no immediate advantage from the activities of the student; and on occasion its operations may actually be impeded.
- The student is not necessarily entitled to a job at the conclusion of the workplace learning.
- The employer and the student understand that the student is not entitled to wages for the time spent in the workplace learning

Unpaid Workplace Learning in the public sector and for non-profit charitable organizations, where the student volunteers without expectation of compensation, is generally permissible without needing to meet all six of the above criteria.

During the course of the pupil's enrollment in a Workplace Learning course, the student will receive a minimum of one hour per week of classroom instruction or counseling by the Coordinating Instructor, which may be offered in sessions scheduled intermittently throughout the course [EDC § 51760.3].

All Workplace Learning courses will have a formal training agreement with each employer involved. The written agreement shall identify the responsibilities of the student, employer, and parent and CICA shall outline the objectives that the student is to accomplish at the training site.

The Training Agreement will either include the purchase liability insurance for pupils enrolled in programs of study involving work experience, which may include work-based learning, or vocational education at locations off school grounds approved by the governing board, or require pupils to purchase insurance and to pass on the costs to CICA [EDC § 51760].

Each Workplace Learning activity will have a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required [COE 2-C-14].

This instructional plan will designate the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations
[COE 2-C-15].

A Student's Instructional Plan will include [EDC § 51760.1]:

- Emphasis on learning in the workplace.
- Appropriate sequencing of experiences based upon the student's needs.
- Explicit aim to supplement, or systematically reinforce, classroom instruction in technical courses, academic courses, or both.
- Systematic attention to the development of 21st century skills, such as communication, problem solving, teamwork, project planning, and critical thinking.
- Built-in regular assessment and feedback.
- Appropriate involvement of students in choosing and structuring the experience.
- Clear and measurable learning outcomes.

Evaluation of Student Learning

The evaluation of student learning has three goals, in the following priority:

1. To assist student learning as a diagnostics tool by determining which specific content areas a student has not mastered so they can improve their learning in that specific area.
2. To use aggregated measurements of student learning as part of the measurement of how the school as a whole is performing. (See Measuring Pupil Outcomes)
3. To determine if a student has met or exceeded the necessary level of competency such that they should gain formal recognition, such as a diploma, licensure, certification, etc.

Student learning will be individually evaluated through both professional judgment (grading) and standardized assessment. Students will be primarily graded based upon assessments related to their desired outcome. For courses that contain traditional academic curriculum, exams will be used. CTE courses will generally use authentic assessment methods, utilizing rubrics to determine the student's competence compared to the needs of industry.
Student learning will also be evaluated through standardized assessments, including regular CASAS testing that will help determine the students' gains in learning. CICA will apply for the The Dashboard Alternative School Status (DASS) which, if accepted, would allow CICA to solely use the CASAS to assess student learning. If CICA is not accepted for ASAM, it will conduct appropriate California standardized testing (STAR Testing or upcoming Common Core based assessment).

Feedback to Students and Growth in Student Learning

CICA will have a philosophy of Mastery Learning, such that in courses that are more self-paced, students will receive qualitative feedback and will have the opportunity to improve based upon this feedback so that their learning can grow. In courses that are more set-paced, students will have the opportunity to redo specific assignments that the teacher allows and will have the opportunity to retake the course if they are not satisfied with their level of achievement.

Students Transferring to Another School or College

Governing Law: ***If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.***

-- California Education Code Section 47605 (b) (5) (A) (ii)

Any information given to students will include information about WASC accreditation (when obtained). As CICA is not a college prep charter school, it will inform students that as a graduate they may enroll in a community college, or other college that does not require "A to G."

Plans for Specific Populations

Plan for Students Who Are Academically Low Achieving

It is recognized that most of CICA students will not have succeeded in high school. This does not necessarily mean that they are academically low achieving, but statistically many will likely fit into this category. By having individualized learning labs, students can complete required work in more of a self-paced fashion, allowing them additional time to master a subject before proceeding. Further, courses that are more set-paced will be designed to incorporate multiple modalities of learning to assist all students to success, including those who may be academically low achieving in a traditional school setting.

Plan for Students Who Are Academically High Achieving

Individualized learning labs will allow students who are academically high achieving to learn in an accelerated manner, so that they can complete their diploma quicker.

Plan for English Learners

CICA will offer courses in English as a Second Language (ESL) at various levels, to serve English Learners (EL). Further, as many of these students will be immigrants, CICA plans to offer an integrated citizenship program, which will give civics and U.S. history credit.

Plan for Special Education

CICA will make all necessary arrangements to serve students with disabilities, including providing appropriate accommodations, having appropriately credentialed instructors (such as those who hold a credential for adults with disabilities) and follow all other requirements of California Education Code. For those students in which an Individualized Education Plan is legally mandated, CICA will follow the plan, providing services as necessary. Given the flexibility of curriculum and instruction, most IEP goals and objectives are met within the general education course of study. All special education students enrolled in CICA will receive a personalized learning plan that directs their academic course to achieve their goals for the year.

The 5 Stages of School

In order for students to succeed in any school, there are five fairly distinct stages that a student goes through. First, they must become aware of the school, which the A to Z Model refers to as "Inviting Students to Join the School." They next

must join, including going through registration and any assessments for placement. Next the student must be persistent with completing their studies, which the A to Z Model refers to as "Keeping Students." At the end, the students will leave the school, preferably through graduation. Last, the students will use what they have learned after graduation, and the school is responsible for measuring the pupil outcomes.

Elements 2 & 3: Measuring Pupil Outcomes

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

-- California Education Code Section 47605 (b) (5) (A) (ii)

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

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

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

-- California Education Code Section 47605 (b) (5) (c)

Determining Academic Standing (Grade Level)

Upon admission to CICA, a student's grade level will be determined based upon transcripts of their past coursework, their assessment from the CASAS test, and their age. Students who are at a high school level (9th through 12th grade) based upon credits and assessment will be assigned to their grade level based upon age. Students who are at a primary school level (8th grade or below) based upon a lack of credits or low assessment scores, will be assigned to a grade level based primarily upon assessment.

Assessments

At CICA we use a variety of formal and informal testing measures and assessments to evaluate our students. We begin our assessments during enrollment when students are given a diagnostic test and a CASAS test. At the end of every academic unit, teachers use formal assessments and enter grades. CASAS assessments are also used as a measurement of progress and are administered every six to eight weeks.

The evaluation of student learning has four goals in the following priority:

1. To assist student learning as a diagnostic tool by determining which specific content areas a student has not mastered so they can improve their learning in that specific area.
2. To use aggregated measurements of student learning as part of the measurement of how the school as a whole is performing.
3. To determine if a student has met or exceeded the necessary level of competency to gain formal recognition, such as to complete a level or receive a diploma, licensure, or certification.

4. To determine if the student is underperforming in relation to their peer group and evaluate if intervention supports are required.

When we assess our students it is to better understand what they know. When we have students who cannot pass a class, we find alternative solutions for them. We understand that some students need remedial support and others may need more challenges and opportunities for growth. When our students have not mastered level-appropriate standards or objectives, we find alternative teaching methods to deliver the same content. Our teachers understand the importance of both formative and summative assessment in gauging student comprehension.

CICA will develop a Local Control Accountability Plan (LCAP) in accordance with the template adopted by the state board. Previous to adoption of a state board template, CICA will follow the basic methods used for the school accountability report card. The Local Control Accountability Plan will include pupil outcomes based upon state priorities, which apply to the nature of the program we will operate, as defined in California Education Code Section 52060(d), as well as local priorities defined by the school itself.

Given the learning curve of any startup organization, the initial annual goals in this petition aim to meet the current standards set by authorizing District. Thus the initial annual goals were derived from the baseline of current rates of Twin Rivers Unified School District's K-12 schools, and Twin Rivers Adult School (TRAS), as appropriate (Walker, 2013b). CICA will measure each applicable goal for each California recognized subgroup, including: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, students with disabilities, and foster youth. We have also defined the ultimate goal we wish to reach, which we will strive to have all subgroups reach equally. As we meet the annual goals, we will raise our standards toward these ultimate goals.

Element 4: Organizational System and Governance Structures

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

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

Highlands Community Charter and Technical Schools Nonprofit Corporation

California Innovative Career Academy(CICA) will be operated under the Highlands Community Charter and Technical School (HCCTS) public benefit corporation. CICA will operate autonomously 501(c)3, although in close harmony with Twin Rivers Unified School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between CICA and Twin Rivers Unified School District. Pursuant to California Education Code Section 47604(c), Twin Rivers Unified School District shall not be liable for the debts and obligations of CICA, which is operated by a California public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CICA as long as Twin Rivers Unified School District has complied with all oversight responsibilities required by law. The CICA board will comply with the Brown Act and all other necessary laws.

Board of Directors

CICA will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board consists of at least 5 directors, with a maximum of 11 directors. All directors are designated by the existing Board of Directors. Board members serve a term of 3 years. CICA has adopted a conflicts code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations (see Appendix D – Board Bylaws). As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Board meets on a regular basis (e.g., monthly during the school year and as appropriate at other times). The responsibilities of the CICA Board as further outlined in the bylaws include but are not limited to:

- Uphold the Vision of the School.

- Oversee the implementation of the School's charter.
- Provide notice and hold meetings in compliance with the Brown Act.
- Create and implement goals for the School and staff
- Ensure compliance with applicable laws such as the Public Records Act and policies such as Conflict of Interest. Compliance with 1090
- Provide oversight of instructional programs and materials.
- Approve and provide input for student policies.
- Monitor management of school liabilities, insurance, health, safety and risk-related matters.
- Receive and review monthly financial reports and the yearly financial audit.
- Work with chief administrator to set goals.
- Enact policies to support the successful operation of CICA.

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established, and consistent with the Articles of Corporation. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

In accordance with Education Code Section 47604(b), Twin Rivers Unified School District may appoint a representative to sit on the Board of Directors. If Twin Rivers Unified School District chooses to do so, CICA may appoint an additional member to ensure that the Board is maintained with an odd number of Directors.

Element 5: Qualifications of Employment

Employees

CICA recognizes that to have an excellent school, that you must have excellent employees. CICA will draw upon the pool of excellent adult education teachers who were previously laid off from Twin Rivers Adult Education. Proposed salaries and benefits for administrators, certificated faculty, and classified staff have all been modeled after the Twin Rivers' salary scales and employee contracts.

Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the school.

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

Employee Overview

All employees of CICA will be committed to developing the social, civic, character, and academic potential of each student. All staff members will possess experience and expertise appropriate for their position according to the CICA adopted personnel policies, and federal and state statutes applicable to charter schools. Selection and appointment of employees at CICA will be the exclusive prerogative of CICA.

CICA will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by Education Code Section 220. CICA shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Executive Team

The executive team at California Innovative Career Academy plays a critical role in creating, improving, and maintaining a meaningful learning environment that promotes the academic progress of our students. Through high quality leadership, our executive team successfully develops, implements, and evaluates school systems and policies, including but not limited

to finances, assessment, facilities, and accountability measures under the direction of a school board. Our CICA executive team job descriptions and qualifications are outlined below.

Executive Director

Our *Executive Director* assumes administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of CICA and for the performance appraisal of the staff. It is the responsibility of our Executive Director to oversee the school facilities, selection and employment of CICA personnel, evaluation, promotion, termination or discipline of CICA personnel, and the preparation and submittal of reports as directed by the Board, to include regular goals and forecasts as directed. The CICA Executive Director manages the day-to-day operations of CICA by preparing and submitting required budgets and reports as required by a charter school. Our Executive Director develops partnerships for providing educational services by CICA, interacts with CICA accountants and attorneys, and performs other duties lawfully assigned by action of the Board. Our CICA Executive Director must minimally possess a bachelor's degree or any experience directly related to the field of work equivalent to a (4) four year degree and program administration and planning experience, preferably with experience in management as an executive officer.

Director of Independent Study

The *Director of Independent Study* is responsible for overseeing the Independent Study instructional model, including program compliance regarding attendance, CALPADS reporting, instructional assignment and assumes administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs and services for CICA and for the performance appraisal of the Independent Study staff. It is the responsibility of our Independent Study Director to oversee selection and employment of CICA personnel, evaluation, promotion, termination or discipline of CICA personnel, and the preparation and submittal of reports as directed by the Executive Director to include regular goals and forecasts as directed. The CICA Independent Study Director manages the day-to-day operations of CICA by preparing and submitting required budgets and reports as required by a charter school. The Director of Independent Study develops partnerships for providing educational services by CICA, works closely with the Executive Director, interacts with CICA accountants and attorneys, and performs other duties lawfully assigned by the Executive Director. Background knowledge of Independent Study and its components related to state and local measures for accountability are essential. The Director of Independent Study must have a thorough knowledge of schools SIS (Student Identification Systems, e.g. Powerschool) and its use for guiding Independent Studies as well as the ability to function independently and effectively. The CICA Independent Study Director must minimally possess a bachelor's degree or any experience directly related to the field of work equivalent to a (4) four year degree and program administration and planning experience, preferably with experience in management as an executive officer.

Independent Study Coordinator

The CICA *Independent Study Coordinator* is responsible for overseeing the Independent Study program and compliance including attendance. The IS Coordinator has the ability to coordinate the Independent Study (IS) Program. This is a classified administrative position. The CICA Independent Study Coordinator should possess a BS or BA degree from a recognized college institution, or a degree of a similar nature that is in alignment to the job of being an Independent Studies Supervisor. Background knowledge of Independent Study and its components related to State and local measures for accountability are essential. The Independent Studies Coordinator must have thorough knowledge of school SIS (Student Identification Systems, e.g. PowerSchool) and its use for guiding Independent Studies as well as the ability to function independently and effectively. In this position it is essential to meet critical timelines and reporting timelines associated with Independent Study. This person must also have the ability to use technology effectively with regards to communication, record keeping and staff presentations associated with Independent Studies. The CICA Coordinator can communicate effectively and clearly both orally and in writing with a diverse staff and student population.

Office Assistant (Independent Study)

CICA will employ an Office Assistant who plans and organizes the activities of assigned sections within the established office as directed. The Office Assistant is responsible for the maintenance of records, reports, and student filing procedures and analyzes assigned projects. At a minimum, the Office Assistant must possess prior experience, training, and education with prior experience. Experience working in a school setting is preferred, as is being bilingual, preferably in one or more of the following languages: Spanish, Farsi, or Slavic dialects.

Academic Coordinator (Independent Study)

A main duty of an Academic Coordinator is to help in the development and implementation of instructional materials and curriculum programs that will meet educational standards. The Academic Coordinator will have the proper credentials and/or any California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). CICA teachers shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB") or other relevant federal act, as applicable to charter schools. The Academic Coordinator will have an Administrative Credential.

Counselor (Independent Study)

CICA *Counselor* will provide counseling and guidance services to students. The Counselors identify and counsel students with special needs and behavioral, social, and school adjustment problems. CICA Counselors refer students to other community resources, support groups and social service agencies as appropriate. At a minimum, CICA Counselors possess a Bachelor's Degree of Education or School Counseling with a 7-12th grade level certification, two (2) years of experience as a high school counselor, and a valid Pupil Personnel Services Credential with an academic school counseling emphasis.

ELD (English Language Development) Counselor

The ELD (English Language Development) Counselor oversees advising and/or academics program for the English Language Development Program. The minimum qualifications met by the CICA ELD Counselor are equivalent to a master's degree and experience in counseling, successful experience working in schools as an outside agent, demonstrated experience in developing and managing complex schedules and using effective interpersonal communication skills.

Teachers (Independent Study)

CICA will comply with all applicable laws in regards to employee qualifications. Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). CICA teachers shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB") or other relevant federal acts, as applicable to charter schools. These documents shall be maintained on file at CICA headquarters and shall be subject to periodic inspection by Twin Rivers Unified School District. Teachers shall be hired by the Board of Directors upon recommendation by the Principal.

No later than September 1 of each year, CICA shall provide Twin Rivers Unified School District proof of employment of appropriately credentialed, "highly qualified" full-time equivalent teachers at CICA for that school year consistent with the qualification requirements. CICA agrees to employ teachers according to the applicable "highly qualified," criteria in federal and state law. Twin Rivers Unified School District reserves the right to review CICA hiring decisions to ensure compliance with applicable federal and State mandates regarding highly qualified teachers and to determine whether a teacher is deemed to be appropriately credentialed and "highly qualified." Flexibility will be given to teachers hired by CICA for non-core courses as permitted by Education Code section 47605(l).

Further, given that CICA's mission is to provide serves organize for adults, teachers may hold appropriate Adult Education

or other Designated Subjects credentials (Walker, 2012a), or may hold a credential traditionally used in California high schools. Further, since "classes organized primarily for adults" is also one of the included categories of alternative curricula (Education Code Section 44865), CICA teachers may fulfill their highly qualified status via California's Verification Process for Special Settings (VPSS), or through traditional means such as the California High Objective Uniform State Standard of Evaluation (HOUSSE).

At CICA we know that teachers are the direct line for ensuring that our students are able to achieve the goals set forth in our mission and schoolwide learner outcomes. Therefore, we screen and hire only highly qualified teachers. Teachers are responsible for facilitating a learning environment supportive of California state educational standards and CICA philosophy. Teachers hold a minimum of a bachelor's degree from a degree granting institution and a valid authorization to serve as a California credentialed teacher from the California Commission on Teacher Credentialing (CCTC). Additionally, all teaching staff meets the highly qualified requirements of the Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeeds Act (ESSA), formerly known as the No Child Left Behind Act (NCLB). Accordingly, CICA teachers of core academic subjects have:

1. A bachelor's degree from a degree granting college or university,
2. A California State teaching credential, or a University Intern Credential while actively working toward completion of a California State teaching credential, or an appropriate Adult Education or other Designated Subjects credentials, and
3. Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through a California Commission on Teacher Credentialing (CCTC) approved subject matter examination or by completing the California High Objective Uniform State Standard of Evaluation (HOUSSE) certification process. Alternatively, as our classes are organized primarily for adults and constitute alternative curricula in Education Code Section 44865, CICA teachers may fulfill their highly qualified status via California's Verification Process for Special Settings (VPSS). High school teachers teaching in multiple subjects environments are subject to the same requirements. High School teachers working in specific subject matter areas are held to the middle/high school requirements of the ESEA/ESSA as follows:
    1. Successful completion of the applicable CCTC approved subject matter examination
    2. Completion of a coursework option such as:
        1. a CCTC approved subject matter program;
        2. a major coinciding with the assigned area of instruction;
        3. a major equivalent (32 semester units); or
        4. possession of a graduate degree in the core academic subject area to be taught
    3. Normal Board certification in the core academic subject to be taught
    4. Completion of the HOUSSE certification process.

California Education Code 44253.1 requires all teachers with a Multiple or Single Subject Credential serving English Language Learner (ELL) students hold appropriate authorization: CLAD/CTEL/SB 395/AB 2913. While not all CICA teachers who have Multi and Single Subject credentials instruct ELL students, as a part of CICA' ongoing commitment to excellence, CICA will strives to prepare every certificated staff member to serve ELL/ELD students by properly equipping teachers with the tools and training needed to serve this growing demographic of CICA students. This commitment and opportunity for professional development is provided both to those holding CLAD certifications through their Multiple and Single Subject Credentials as well as those who are not required to possess it, such as those with CTE or Designated Subjects Credentials. Upon employment, all CICA certificated staff are offered ELD training and ongoing professional development throughout the year by working with ELD academic leaders and mentors to improve test scores, develop teaching instruction, and identify areas of strengths and weaknesses in student learning. CICA encourages all certificated staff to complete, update and maintain their ELL authorizations through ongoing education and training, both at the university level and through CICA professional development.

CICA key administrative staff will have training to assure understanding in determining the fulfillment of ESEA/ESSA's highly qualified requirements. CICA teacher credentials are reviewed by the Director of Curriculum and Instruction, the

Credentialing Specialist and the Human Resources Generalist annually and on an ongoing basis as needed. These documents shall be maintained on file at CICA headquarters and shall be subject to periodic inspection by CICA.

Information Technology/Data Technician

CICA IT technicians will support the technology needs for our staff and students, The IT technician will diagnose computer problems, monitor computer processing systems, install software and perform tests on computer equipment and programs. The technician may also set up computer equipment, schedule maintenance and teach staff and students to use different types of programs.

Element 6: Health and Safety Procedures

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

Health, Safety, and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates in a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other Twin Rivers Unified School Districtcampuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation as well as the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees and other persons working on behalf of Charter School who are mandated reporters with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

Immunizations and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Suicide Prevention Policy

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

CICA designates the Executive Director to serve as the school's Custodian of Records per California Department of Justice requirements. The Executive Director is confirmed as the Custodian of Records by the California Department of Justice.

Promoting Student Health and Wellness

CICA will ensure the safety of the students and staff by complying with all applicable state and federal safety laws. CICA shall adhere to Board policies pertaining to the safety and health of all employees and students.

Health, Wellness, and Nutrition

CICA Health curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. With the diversity of cultural backgrounds we serve in each of our classrooms, it is essential that we put great effort into Health education in our classrooms. Many of our students need help navigating and utilizing community resources available to them to access basic health knowledge for developing a healthy lifestyle. Our teachers proudly emphasize health education for our students while our Student Support Services staff continually evaluate and address the needs of our students.

Social and Emotional Support and Guidance

Teachers, counselors, and all other staff who interact with students listen, support, empathize, and guide students towards healthy social and emotional development. Being open-minded, trustworthy, and respectful of our students is imperative to the social and emotional well-being. CICA also makes every effort possible to identify students in need of mental health services and to make community resource connections with community mental health organizations to offer additional support and services.

Academic, College, and Career Counseling

Counselors meet with students one-on-one throughout the school year to discuss academic progress and set SMART goals (specific, measurable, attainable, relevant and timely). English Language Development (ELD) students also meet with ELD Navigators in groups and individually to discuss general academic topics such as graduation requirements and promotion goals. Counselors offer college and career counseling through individual and group sessions.

Community Partners, Resources, and Referrals

We partner with a variety of community agencies to assist us in meeting our students' and families' varying needs from housing, financial, legal, and immigration services to medical and dental clinics. Our partners include International Rescue Committee (IRC), Asian Resources, Inc (ARI), Lao Family Community Development, Inc. Greater Sacramento Urban League, and La Familia Counseling Center, Inc., to name a few.

Background Checks

CICA certifies that criminal record summary information has been obtained for all staff prior to employment. Classified staff submit fingerprints to a California and multi-state Live Scan prior to employment. The multi-state search should ensure all convictions are reported. Furthermore, CICA shall comply with the applicable state and federal laws regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to engaging in employment, volunteerism, or contract services or any other unsupervised contact with students of the Charter School. The CICA Executive Director or appointed confidential designee shall review California Department of Justice and Federal Bureau of Investigation reports on prospective employees, contractors, and volunteers to determine whether an individual may provide service within the charter school network, except with respect to reports relative to her or himself, in which case a confirmed member of the Governing Board or appointed confidential designee will review the respective report. The Executive Director or appointed confidential designee shall monitor compliance with this policy on a continuous and ongoing basis.

Mandated Child Abuse Reporting

All CICA employees are mandated child abuse reporters and will follow all applicable reporting laws. CICA provides all employees and other persons working on behalf of CICA who are mandated reporters with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year or within the first six weeks of a person's employment if employed after the beginning of the school year.

Tuberculosis (TB) Testing

CICA shall adhere to existing state laws regarding tuberculosis testing of employees. CICA requires tuberculosis testing of all employees working in direct contact with students. California Innovative Career Academy certifies that applicable health record information has been obtained for all relevant employees and volunteers prior to initial employment.

Immunizations

CICA adheres to all applicable laws and existing Board policy related to legally required immunizations and health related issues for both employees and entering students at CICA.

CPR/First Aid Training
All designated employees are CPR and First Aid trained.

Blood borne Pathogens
California Innovative Career Academy will adhere to state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. CICA will establish a written infection control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). This plan includes the training of staff and will be included in the Charter School's comprehensive safety plan. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures.

Drug Free/Alcohol Free/Smoke Free Environment
CICA maintains a drug, alcohol, and smoke-free environment (workplace and campus).

Integrated Complaint and Investigation Procedure
CICA shall utilize a complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted through this procedure. All issues not resolved by the school site may be resolved at the executive level.

Discrimination and Harassment Policies and Procedures
CICA is committed to providing a workplace free of discrimination and sexual harassment. There are three components to this commitment. All employees receive and sign an employee handbook annually that informs them of CICA' sexual harassment policy. Additional site-based sexual harassment training is taught to all staff, and annual training is facilitated through "Safe Schools" an online program. CICA is also committed to providing a workplace free of discrimination and any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical conditions, marital status, sexual orientation, or disability. CICA uses policies adopted by the Board regarding discrimination harassment (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Board policies. Any complaint of unlawful harassment, discrimination, or sexual harassment is actively investigated by CICA, to include, where appropriate, the retention of outside investigators.

School Facility Safety
California Innovative Career Academy complies with Education Code 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CICA adheres to laws specific to charter schools on the local and state level regarding facilities. CICA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. If CICA is not operating under the safety plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan.

Element 7: Means to Achieve Racial and Ethnic Balance
Governing Law: ***The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.***

--California Ed. Code § 47605(b)(5)(G)

Racial and Ethnic Balance

California Innovative Career Academy strives, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction that it serves. CICA will include an open enrollment policy. Students are considered for admission to the school regardless of ethnicity, national origin, gender, gender expression, gender identity, disability, sexual orientation or any of the characteristics listed in Education Code Section 220.

CICA will implement a coordinated advertising and recruiting strategy that ensures all students are notified about the educational opportunities we offer. These efforts will be on-going, throughout the year. As CICA is committed to serving all ethnic groups, we use various advertising techniques to recruit students from all backgrounds.

Each year CICA will conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. An informal designated committee, comprised of various stakeholders from the instructional, administrative, and operational sides of the school, meets regularly to discuss a problem solving plan. Using both quantitative and qualitative feedback from the previous year, the plan allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions, and generate strategies to successfully implement and track solutions in the upcoming year. Some of valuable sources of data for this exercise come from student satisfaction surveys and non-mandatory exit interviews through which feedback is gathered.

Externally, CICA addresses retention and attrition through the development of school-based student engagement systems and strong partnerships that support teaching, learning, and student achievement. These student engagements systems coordinate efforts to strengthen two-way communication between students and the school. Some of these systems include our ELD Navigators, Reclassification Specialist, Reading Specialist, Transition Specialist, and Student Engagement Liaison. This collaboration not only helps student relations, but also increases student achievement and, hopefully, retention.

CICA will actively recruit adult students from Sacramento County that reflect a diverse student population not only with regard to racial and ethnic diversity, but also with regard to socio-economic diversity and English Language Learners. CICA will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure a racial and ethnic balance of students that is reflective of the county:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the county.
- Distribution of informational materials to community organizations, community religious institutions, and other organizations that serve various racial and ethnic populations, such as the libraries, recreation centers, local businesses, middle schools, and faith-based organizations.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations, including but not limited to Farsi, Spanish, Russian, and Arabic.
- The use of various advertising mediums that allow individuals whose first language is something other than English to obtain information relevant to programs at the school.
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media. CICA will continue to add sources to stay current with the latest technologies and trends.
- Presentations at various multicultural events, including community fairs and events.

Element 8: Admissions Requirements

***Governing Law*: Admission requirements, if applicable.**

-- California Education code Section 47605 (b) (5) (H)

California Innovative Career Academy (CICA) shall admit all students it is legally allowed to serve that do not possess a high school diploma who meet the exclusive WIOA agreement requirement of being age 22 or older, and who submit a timely application; unless CICA receives a greater number of applications than there are spaces for students, in which case attendance shall be determined by a public random drawing, with any preference given being consistent with state and federal laws.

All admissions shall be done in a non-sectarian manner. CICA will not discriminate on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics [Ref. Education Code § 47605(d)(1)]. CICA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

No test or assessment shall be administered to students prior to acceptance and enrollment into the school, although assessments may be used in conjunction with other factors to appropriately determine which grade level a student will be enrolled in.

Student Recruitment

Recruiting Students with Low Academic Performance, Socioeconomic Disadvantages and Disabilities

Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with Individualized Education Plans (IEPs) enroll, it is the school's policy to collect any and all information pertaining to the student's IEP and to assess whether the IEP is transferable to a 504 plan. CICA is committed to serving academically low-achieving and socioeconomically disadvantaged students to offer them a seamless path to success in employment, higher education, and life. CICA serves a community where a predominant number of students in our target population qualify for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to students within the communities we intend to serve.

CICA conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including postering, flyering, local school visits, community-based organization visits, presentations at various multi-cultural events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in local English, Spanish, Farsi, and Russian publications and radio stations. All promotional materials are in various languages, including Spanish, Farsi, Russian, and Arabic, to inform non-English speaking populations about our school.

In order to ensure we attract low-achieving, economically disadvantaged, and special education students, we conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance.

Lottery Preferences and Procedures

Identification and Rationale of Admission Preferences

If CICA receives a number of applications that exceeds the number of available spaces, a single public random drawing/lottery will be used to select admit students, with the exception of existing students, who are guaranteed admission in the following school year. The following enrollment preferences and affirmative action preferences in the case of a public random drawing shall be as follows:

1. All students currently enrolled in CICA
2. Non-youth residents of the District; as defined by WIOA as those 22 years of age and older
3. All other residents of the District
4. All other applicants

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

Communicating to All Interested Parties

Applications are available digitally online on the California Innovative Career Academy website and hard copies are available at all CICA sites. Our school advertises the open application period to the surrounding communities and also communicates the timeline, rules, and procedures for the lottery process if necessary. Typical methods for these communications include, but are not limited to, web advertising, newspaper and magazine ads, radio ads, home mailers, and fliers.

Ensuring Fair Execution of Lottery Procedures

The lottery will be coordinated by an individual designated by the Executive Director but moderated by an objective third party (usually a community leader or liaison) in a location open to the public and advertised to the school community. Given the native languages of the anticipated target community, all proceedings will be conducted in English, Spanish, Farsi, Russian, and Arabic, as needed.

The lottery is open to the public and students are encouraged to attend; however, students are not required to be present at the time of the drawing to be eligible for admission. Results are published in English, Spanish, Farsi, Russian, and Arabic, as needed. Results are mailed to all applicants and follow up phone calls are made by the designated Enrollment Team and/or school office staff.

The lottery will be made random through use of numbers assigned to each applicant. All applicant numbers will be published and provided to students before the lottery begins. When a student's number is drawn, both the number and student's name will be announced verbally, and the student will be added to a master list which will be projected for those in attendance. Once all available seats in a grade level have been filled, the designated Enrollment Team will announce to those present that all remaining applicants drawn will be placed on the waitlist for that grade level in the order that they are drawn.

Lottery Time and Location

The random public drawing (lottery) will be held in a public space in the community that is large enough to accommodate all interested students. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website. The random public drawing (lottery) will be scheduled in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the students in our school community to attend.

Waiting List Priorities

A waiting list will be implemented when the number of applications exceeds the enrollment capacity at each grade level. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for a grade level is reached will be placed on a waiting list in the order they are drawn. New applicants who register after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. As seats become available in a grade level, the student with the lowest numerical ranking will be offered that seat.

Notifying Students of a Seat Offering

Once a seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the student will be notified of acceptance within a week of the lottery by the designated Enrollment Team and/or school office staff and must accept enrollment within two weeks of notification by confirming with the school staff their intent to complete the enrollment process and/or submitting a completed enrollment packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

Documenting the Fair Execution of Lottery and Waitlist Procedures

Copies of all registration forms, lottery results, and waiting lists are readily available for inspection at the school office. These records will be maintained by the designated Enrollment Team.

Education Exclusively in Partnership with WIOA

Per Education Code §§ 47612.1 and 47605.1 (g), CICA shall provide instruction exclusively in partnership with the Workforce Innovation and Opportunity Act of 2014 through its partnership agreement with the Greater Sacramento Urban League (GSUL) or other WIOA organization. As such it may only legally serve students who are receiving WIOA funded services, and do so under the terms of a Partnership Agreement.

Not Possessing a U.S. High School Diploma

Students who have a U.S. high school diploma (also known as a "regular high school diploma") will not be admitted to California Innovative Learning Academy. Students who possess a GED, CHSPE, foreign credential, or any other alternative degree that is not fully aligned with the academic standards of the State of California, may be admitted.

Application Period & Public Random Drawing

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

The following enrollment preferences and affirmative action preferences in the case of a public random drawing shall be as follows:

1. All students currently enrolled in CICA
2. Non-youth residents of Twin Rivers Unified School District; as defined by WIOA as those[1] 22 years of age or older
3. All other residents of Twin Rivers Unified School District
4. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the

option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance will the waiting list carry over to the following school year.

Admission Process

The CICA admission process is comprised of the following:

- Completion of a student registration form Enrollment packets for students who are admitted will also gather the following:
- Proof of Immunization
- Proof of Withdrawal from Previous School (such as transcripts)
- Proof of Not Having a U.S. High School Diploma
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g., birth certificate or driver's license
- Release of records
- Any forms required by the Greater Sacramento Urban League or other WIOA partner

Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability.

In the event that this happens, CICA will hold a public random drawing to determine enrollment with the exception of existing students who are guaranteed enrollment in the following school year.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. New students will be added to the waiting list on a first come, first served basis. If the waiting list is exhausted, then the school may hold additional random drawings.

CICA and *Twin Rivers Unified School District* mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at CICA's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by CICA to Twin Rivers Unified School District.

Element 9: Financial Audit, Quality Assurance and Improvement

Accreditation

CICA will apply for WASC ACS accreditation, produce a self-study report, and host a visiting committee as soon as it is possible to do so.

Annual Audits & Other Reporting

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

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

Financial Audit

An annual independent financial audit of the books and records of CICA will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CICA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices, and review the School's internal controls. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The CICA Board of Directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the School's financial affairs. The auditor will have, at a minimum, a CPA license and experience with school and educational accounting requirements and practices, and be on the State Controller's published list as an approved educational audit provider. CICA shall be solely responsible for all costs associated with auditing services.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will receive and review the audit each year. The CICA audit committee will review any audit exceptions or deficiencies and report to the School's Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to Twin Rivers Unified School District regarding how the exceptions and deficiencies have been, or will be, resolved to the satisfaction of Twin Rivers Unified School District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter agreement.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

Program Audit

CICA will compile and provide to Twin Rivers Unified School District an annual performance report. This report will, at a minimum, include the following data:

- A summary showing student progress toward the pupil outcomes using data from the assessment instruments.
- A summary of major decisions and policies established by the School's Board of Directors during the year.
- Data on the level of student involvement in the School and summary data from an annual student satisfaction survey.
- Data regarding the number of staff working at the School and their qualifications.
- A copy of the School's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of the School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

Budgets and Financial Reporting

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

--California Education Code Section 47605(g).

Attached, as *Appendix A*, please find the following documents:

- Financial projections for the first five years of operation

These documents are based upon the best data available to the petitioners at this time.
CICA shall provide reports to Twin Rivers Unified School District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by Twin Rivers Unified School District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CICA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to CICA shall include an annual statement of all CICA's receipts and expenditures for the preceding fiscal year.

For reports 1-3 above, CICA shall also provide with each financial report supporting and/or back up information including but not limited to: Multi-Year Projections for current and two subsequent years; Assumptions used for two subsequent years; Explanation for major variances by category between reporting periods; Enrollment projection; ADA P2 projection by grade level; COLA & Deficit percentage; Calculation used for determining general purpose funding; List of statutory benefit rates; List of H&W rates and number of participants; and Number of FTEs for certificated and classified employees for each year.

District Reports

Twin Rivers Unified School District agrees to file all reports specifically required by law to be filed with the California Department of Education or any other state or federal agency by a local educational agency on behalf of CICA and/or Twin Rivers Unified School District. CICA shall promptly provide Twin Rivers Unified School District with any information, data, or documentation necessary for Twin Rivers Unified School District to timely file such reports in accordance with law. CICA shall be solely responsible for the accuracy of all data submitted to Twin Rivers Unified School District. CICA shall be responsible for filing all other reports as may be required by law.

The CICA Board of Directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the School's financial affairs. The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the California Innovative Career Academy. The California Innovative Career Academy's audit committee will review any audit exceptions or deficiencies and report to the School's Board of Directors with recommendations on how to resolve them. The Board of Directors will report to the Twin Rivers Unified School District in regarding how the exceptions and deficiencies have been, or will be, resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter agreement.

Operations

CICA will have efficient and effective operations that ensure that students are served well and that taxpayer money is spent wisely.

Annual Operational Agreement

CICA and *Twin Rivers Unified School District* will negotiate in good faith on an annual basis to develop an Annual Operational Agreement/Memorandum of Understanding establishing the specific financial, operational and service relationship between the two parties. Additionally, it may address other matters of mutual interest not otherwise resolved within the terms of CICA's Charter.

Operational Powers and Liabilities

CICA shall be fiscally responsible for its own operations and shall manage its operations efficiently and economically within the constraints of its annual budget.
CICA shall have no authority to enter into a contract that would bind Twin Rivers Unified School District, or to extend the credit of Twin Rivers Unified School District to any third person or party without the express written consent of Twin Rivers Unified School District.

CICA shall clearly indicate to all vendors and other entities and individuals outside Twin Rivers Unified School District with which or with whom CICA enters into an agreement or contract for goods or services that the obligations of CICA under such an agreement or contract are solely the responsibility of CICA and are not the responsibility of Twin Rivers Unified School District.

To the extent not covered by insurance or otherwise barred by the California Tort Claims Act, CICA agrees to indemnify and hold Twin Rivers Unified School District and its officers, agents and employees harmless from all liability, claims or demands on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the School's operations, or which arise from the provisions of this Charter itself, with the exception of the acts of Twin Rivers Unified School District, its officers, agents and employees in relation to any services provided by Twin Rivers Unified School District to CICA pursuant to this charter or any subsequent operational agreement. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the California Tort Claims Act.

Administrative Services

***Governing Law*: The manner in which administrative services of the school are to be provided.**

--California Education Code Section 47605(g).

It is anticipated that CICA will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. CICA is interested in discussing the possibility of purchasing administrative services from Twin Rivers Unified School District. If Twin Rivers Unified School District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between CICA and Twin Rivers Unified School District and subject to District availability and willingness to provide such services.
Pursuant to California law, the Twin Rivers Unified School District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. Requirements in addition to completing a career technical education program or equivalent can receive a certificate of primary education.

Element 10: Suspension and Expulsion Procedures

***Governing Law*: The procedures by which pupils can be suspended or expelled.**

--California Education Code § 47605(b)(5)(J).

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students, of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the Twin Rivers Unified School District Board of Education.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g., truancy or excessive tardiness.

Element 11: Employee Benefits and Retirement

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

-- California Education code Section 47605 (b) (5) (K).

Certificated, Classified, and Other Staff Members

All full time Certificated employees at California Innovative Career Academy participate in a qualified retirement plan including, but not limited to, California State Teachers Retirement System Cal(STRS) or the federal social security system based on their eligibility to participate. CICA teachers participate in STRS. Non-certificated/classified staff participate in a 401B defined contribution plan.

Employees may have access to other school-sponsored retirement plans and other benefit plans according to policies developed by the Board of Directors and adopted as CICA employee policies. In the event that the Internal Revenue Service adopts regulations barring non-profit entities from participating in the public-funded retirement plan (STRS), employees will be covered by federal social security and/or an employer-sponsored retirement plan as approved by the CICA Board of Directors. CICA will inform all applicants for positions within CICA of the retirement system options for employees of CICA and notify all applicants that accepting employment at CICA may exclude the employee from further coverage in their current retirement system. The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made. CICA will develop a mix of salaries and benefits commensurate with location and experience necessary to attract and retain well-trained teachers and staff.

Element 12: Public School Attendance Alternatives

Governing Law: ***The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.***

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If Twin Rivers Unified School District is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13: Return Rights of Employees

***Governing Law*: 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.**

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

No public school district employee shall be required to work at CICA. Persons employed by CICA are not considered employees of Twin Rivers Unified School District or other school district for any purpose whatsoever. Employees of Twin Rivers Unified School District or other school district who resign from employment to work at CICA and who later wish to return to Twin Rivers Unified School District or their previous district shall be treated the same as any other former employee seeking reemployment in accordance with agency policy, applicable law, and applicable bargaining agreements. CICA shall not have any authority to confer any rights to return on Twin Rivers Unified School District or other school district employees.

Employee Representation

***Governing Law*: 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.**

--California Education Code Section 47605 (b) (5) (O).

CICA shall be deemed the exclusive public school employer of the employees of CICA for the purposes of the Education Employment Relations Act ("EERA"). CICA shall comply with the EERA.

CICA is independent from Twin Rivers Unified School District and any District employees who choose to work at CICA shall resign their status as employees of Twin Rivers Unified School District or other school district and all of their rights and benefits thereof. All persons employed by CICA shall not be deemed to be employees of Twin Rivers Unified School District for any purpose whatsoever. CICA employees shall have no employment rights of any kind with Twin Rivers Unified School District.

CICA will develop and maintain an Employee Handbook detailing the rights and responsibilities of all CICA employees and shall comply with all anti-discrimination and sexual harassment employment laws applicable to public agencies. On or before the first day of operation, and by August 1 of each subsequent year, CICA shall provide Twin Rivers Unified School District with two (2) copies of the Employee Handbook. CICA shall annually update and revise the Employee Handbook to reflect changes in the law and/or policies. CICA shall be solely responsible for the hiring and compensation of CICA employees, including but not limited to, salary, health benefits, sick leave, vacation, and retirement benefits. Twin Rivers Unified School District shall have no obligation to provide beginning teacher support or assessment to any CICA teacher or employee.

***Governing Law*: Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following:**

(a) The federal Workforce Investment Act of 1998 (Pub. L. No. 105-220; 29 U.S.C. Sec. 2801, et seq.).

(b) Federally affiliated Youth Build programs.

(c) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.

(d) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14406 or 14507.5 of the Public Resources Code.

-- California Education Code Section 47612.1.

***Governing Law*: Notwithstanding any other provision of law, the jurisdictional limitations set forth in this section do not apply to a charter school that provides instruction exclusively in partnership with any of the following:**

(1) The federal Workforce Investment Act of 1998 (29 U.S.C. Sec. 2801 et seq.).

(2) Federally affiliated Youth Build programs.

(3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.

(4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code.

(5) Instruction provided to juvenile court school pupils pursuant to subdivision (c) of Section 42238.18 or pursuant to Section 1981 for individuals who are placed in a residential facility.

-- California Education Code Section 47605.1 (g).

CICA will provide all instruction exclusively in partnership with the Greater Sacramento Urban League (GSUL). Per Education Code, all education provided by CICA to GSUL will be provided at no cost to the partner or student. The Greater Sacramento Urban League will inform their clients about their ability to participate in CICA. The Partnership Agreement between CICA and GSUL will detail the terms required for clients of GSUL to join CICA.

Element 14: Dispute Resolution Procedures

***Governing Law*: The procedures to be followed by CICA and the entity granting the charter to resolve disputes relating to provisions of the charter.**

-- California Education Code Section 47605 (b) (5) (N).

Disputes Arising from within CICA

It is the intent of Twin Rivers Unified School District and CICA that complaints and disputes be resolved quickly and informally in an atmosphere of cooperation whenever possible. If employees are represented by a union, they must first exhaust their internal remedies before filing a grievance.

Complaints regarding the operation of CICA which do not involve Twin Rivers Unified School District liability or issues of student health or safety will be forwarded to CICA for processing according to procedures adopted by CICA, prior to being addressed by Twin Rivers Unified School District. CICA procedures shall include reasonably expeditious time lines and a full opportunity for parents/guardians of any students who are minors directly affected to express their concerns. Twin Rivers Unified School District will not address the dispute if CICA is able to fully resolve the problem unless CICA requests Twin Rivers Unified School District involvement.

Disputes between CICA and Twin Rivers Unified School District

CICA recognizes that it cannot bind *Twin Rivers Unified School District* to a dispute resolution procedure to which Twin Rivers Unified School District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. CICA is willing to consider changes to the process outline below as suggested by Twin Rivers Unified School District. CICA and Twin Rivers Unified School District will be encouraged to attempt to resolve any disputes with CICA amicably and reasonably without resorting to formal procedures.

In the event of any dispute between CICA and Twin Rivers Unified School District, excluding revocation of the Charter but including audit exceptions and deficiencies, the complaining party shall prepare a written statement of the dispute which shall be simultaneously submitted to Twin Rivers Unified School District's Superintendent or designee, and the CICA Principal. The Principal and the Superintendent or designee shall meet and confer within five (5) business days from the date of receipt of the written statement and attempt to resolve the dispute. In the event the matter is not resolved, the parties shall identify two members of their respective governing boards who shall meet with the Superintendent or designee, and the Principal within ten (10) business days and attempt to resolve the dispute. If this meeting fails to resolve the dispute, either party shall, within five (5) business days following the meeting, submit the matter first to the Sacramento County Superintendent of Schools. The parties agree to be bound by the County Superintendent's decision and shall indicate as such when submitting the matter to the County Superintendent. If the County Superintendent declines to hear the matter, the parties may agree to submit their dispute to a mutually agreeable mediator, for resolution in accordance with any procedure determined and prescribed by the mediator and agreed to by the parties. Review by the County Superintendent or mediator to be held no later than forty-five (45) business days of receipt of the initial dispute statement. If the parties are unable to resolve the matter before a mutually agreeable mediator, they may pursue any other remedy available at law. The cost of the mediator shall be equally split between the parties.

CICA shall timely notify Twin Rivers Unified School District of any and all complaints filed against CICA by its employees, students, parents, and vendors, involving violations of the Charter, the MOU, state or federal law, or alleged financial mismanagement.

Revocation Protocol

CICA and Twin Rivers Unified School District agree that the dispute resolution procedure set forth above shall not apply to any matter that could lead to revocation of the Charter. Prior to revocation of the Charter, Twin Rivers Unified School District shall provide CICA with written notice of its belief and an opportunity to meet with and respond to Twin Rivers Unified School District within a reasonable time, which shall be not less than five (5) business days, prior to issuing a written notice to "cure and correct," unless Twin Rivers Unified School District determines in writing that the violation constitutes a severe and imminent threat to the health or safety of the pupils in accordance with Education Code section 47607(d) and its implementing regulations. Thereafter, if Twin Rivers Unified School District determines that revocation is warranted, it shall comply with the procedures set forth in Education Code section 47607.

Potential Civil Liability Effects

***Governing Law*: Potential civil liability effects, if any, upon CICA and upon Twin Rivers Unified School District.**

-- California Education Code Section 47605(g).

CICA shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of CICA or for claims arising from the performance of acts, errors or omissions by CICA if the authority has complied with all oversight responsibilities required by law. CICA shall work diligently to assist Twin Rivers Unified School District in meeting any and all oversight obligations under the

law, including monthly meetings, reporting, or other District-requested protocol to ensure CICA shall not be liable for the operation of CICA.

Further, CICA and Twin Rivers Unified School District shall enter into a memorandum of understanding, wherein CICA shall indemnify Twin Rivers Unified School District for the actions of CICA under this charter.
The corporate bylaws of CICA shall provide for indemnification of the Twin Rivers Unified School District's Board, officers, agents, and employees, and CICA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of Twin Rivers Unified School District and the Twin Rivers Unified School District insurance company for schools of similar size, location, and student population. Twin Rivers Unified School District shall be named an additional insured on the general liability insurance of CICA.

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

Element 15: Procedures for Closing

***Governing Law*: The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of CICA, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.**

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

The following procedures shall apply in the event CICA closes. The following procedures apply regardless of the reason for closure. Closure of CICA shall be documented by official action of the Board of Directors of CICA. The action shall identify the reason for closure. The CICA Board shall promptly notify Twin Rivers Unified School District, within 10 business days, of the closure and the effective date of the closure. The official action shall also identify an entity responsible for closure-related activities. The entity responsible for implementing the closure procedures shall be experienced in dissolution and closure of public educational programs and shall comply with all legal requirements regarding the confidentiality of student records. The Chair of the Board of Directors shall serve as the official contact for purposes of implementing the closure protocol set forth in the Charter and its plan for maintaining and transferring student records and payment of debts and liabilities and distribution of remaining assets. The CICA Board of Directors shall also notify the County Office of Education, the Schools' SELPA, the retirement systems in which the School's employees participate (i.e., Public Employees Retirement System, State Teachers Retirement System, and federal social security), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) of and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents/guardians (in the case of a minor) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The CICA Board of Directors shall also develop a list of students in each grade level and the classes they have completed, together with information on each student's districts of residence, which the Board shall provide to the entity responsible for closure-related activities. CICA Board of Directors shall ensure notification to the parents and students of the School of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within ten (10) business days following CICA's decision to close the School.

As applicable, CICA will provide parents, students and Twin Rivers Unified School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. CICA will ask Twin Rivers Unified School District to store original records of CICA students. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

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

As soon as is reasonably practical, CICA shall prepare final financial records. CICA shall also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. CICA shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by CICA and shall be provided to Twin Rivers Unified School District promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CICA.

CICA will complete and file any annual reports required pursuant to Education Code section 47604.33.
On closure of CICA, all assets of CICA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CICA, after all payment of debts and liabilities and refunds to applicable agencies, shall be distributed to another charter school operating within Twin Rivers Unified School District or shall revert to Twin Rivers Unified School District. Any assets acquired from CICA will be promptly returned upon CICA closure to Twin Rivers Unified School District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CICA shall remain solely responsible for all liabilities arising from the operation of CICA.
As CICA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of CICA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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

Occupational & Community Advisory Committees

CICA will have an occupational advisory committee composed primarily of potential employers of graduates, which will aid the school in curriculum and other relevant decision making. CICA will also have a general Community Advisory Committee to allow other community stakeholders to actively participate in the school.

Nine Facets of the School

Following the A to Z Model of Formal Education, CICA recognizes nine primary categories of components that are important for an educational institution to have to succeed, including:

- Organizational System and Structures
- Participants (Students, Teachers, Staff, other Stakeholders)
- Methods of Quality Assurance and Improvement
- Regulations, Laws, and Contracts the School Must Abide by
- Setting and Context of the School (This was included at the start of the petition)
- Technology Utilized by the School for Administrative and Educational Purposes
- Understanding and Research to Guide the School
- Physical Assets including Venues (Facilities), Vehicles, and Supplies
- Wealth in the form of Revenue and Finances
- We will utilize all these components in ways that will help optimize our ability for students to learn, and to be able to serve the most number of students who are in need.

Required Exclusive Partnership

Governing Law: ***Notwithstanding any other provision of law, the jurisdictional limitations set forth in this section do not apply to a charter school that provides instruction exclusively in partnership with any of the following:***

(1) The federal Workforce Investment Act of 1998 (29 U.S.C. Sec. 2801 et seq.).

(2) Federally affiliated Youth Build programs.

(3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.

(4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code.

(5) Instruction provided to juvenile court school pupils pursuant to subdivision (c) of Section 42238.18 or pursuant to Section 1981 for individuals who are placed in a residential facility.

-- California Education Code Section 47605.1 (g).

CICA will provide all instruction exclusively in partnership with the Greater Sacramento Urban League (GSUL). Per Education Code, all education provided by CICA to GSUL will be provided at no cost to the partner or student. The Greater Sacramento Urban League will inform their clients about their ability to participate in CICA. The Partnership Agreement between CICA and GSUL will detail the terms required for clients of GSUL to join CICA.

Appendix A

The Five Year Plan

	2019-2020	**2020-2021 Initial Year**	**2021-2022 Accreditation**	**2022-2023 Improve**	**2023-2024 Data Driven**
Academic Subjects		Start Learning Lab & Applied Academic Courses	WASC Accreditation	All programs will improve internal procedures and educational methods so that Student Learning Outcomes are improved school-wide	Recognizing a need for data driven decisions and an inherent inability to fully predict timelines, this year will be used to "catch up" with what was not fully completed previously
Industrial Arts & Construction Programs		Start Truck & Bus Driving, and HVAC/RCOE Candidate	WASC & COE Accreditation Start new programs		
ESL	Apply for WIOA Title 2 ESL Grant	Start small ESL program	Grow ESL programs WASC & COE		

Business & ICT		Start Entrepreneurship Program	Start Office Tech. WASC & COE		
Careers in Education	Apply for WIOA Title 2 Family Literacy Grant		Start Vocational Parent Education Program	Plan CCTC or partnership	Start new programs
Other New Programs (Medical, etc.)				Determine programs	Start new programs

Amendment of Charter

Any amendments to this charter shall be made by the mutual agreement of the governing boards of Twin Rivers Unified School District and CICA. CICA may present a petition to amend the charter at any time, and Twin Rivers Unified School District agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 or its successors.

Cooperation

Twin Rivers Unified School District agrees to cooperate with CICA in all matters related to the implementation of this charter and interactions with the California State Board of Education.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Twin Rivers Unified School District's Board of Trustees and CICA Board of Directors.

Annual Calendar

The school will offer instruction for at least 175 days a year using independent study contracts referred to as a Master Agreement, and following all applicable independent study laws (Education Code Section 51745-51749.3, and implementing regulations). The calendar will be similar to California Innovative Career Academy with a five track attendance calendar reflecting 175 instructional days broken into the 5 tracks.

Exclusive Partnerships

One way that we will meet the needs of our students is through community partnerships. We have exclusive partnerships with Greater Sacramento Urban League (GSUL), Opening Doors, Asian Resources, Inc. (ARI), and Bach Viet. Our partners work to improve educational and employment opportunities in underserved urban communities to enhance the workforce and the local economy. At CICA we will provide instruction to students exclusively in partnership at no cost to our partners or our students. Our partners will notify students about opportunities to participate in our program and provide students with details of the terms required for participation. Through these partnerships, we will be able to reach more students and have a larger community impact.

Workforce Innovation and Opportunity Act (WIOA)

In 2014, the US Department of Labor signed the Workforce Innovation and Opportunity Act (WIOA), formerly known as the Workforce Investment Act (WIA), into law. It is designed to help job seekers gain access to education, training, and employment and to ultimately help unemployed and underemployed youth, dislocated workers, and workers with disabilities to successfully find jobs. California Innovative Career Academy will apply for a WIOA grant for the 2019-20 school year. Our plan is to use portions of the grant to fund positions such as the Reading Specialist and test proctors to assist our students in literacy and testing. The extra grant funding will allow us to fund in areas such as technology. It will provide us the opportunity to purchase laptops, laptop carts, and computers.

Responsibilities of all Employees

- All employees have a responsibility to:
- take reasonable care for the health and safety of themselves and of any person who might be affected by their acts or omissions at work;
- co-operate with Administration and others in meeting statutory requirements;
- not interfere with or misuse anything provided in the interests of health, safety and welfare;
- make themselves aware of all safety rules, procedures and safe working practices applicable to their posts; where in doubt they must seek immediate clarification from Administration;
- ensure that tools and equipment are in good condition and report any defects to Administration;
- use protective clothing and safety equipment and ensure that these are kept in good condition;
- ensure that offices, general accommodation and vehicles are kept tidy;
- ensure that any accidents, whether or not an injury occurs, and potential hazards are reported to Administration.

WHENEVER AN EMPLOYEE IS AWARE OF ANY POSSIBLE DEFICIENCIES IN HEALTH AND SAFETY ARRANGEMENTS SHE/HE MUST BRING THESE TO THE ATTENTION OF ADMINISTRATION.

Please note the following:

It must be realized that newly appointed employees could be particularly vulnerable to any risk and it must be ensured that
all relevant health and safety matters are brought to their attention at an early stage. Whilst it is an administrative responsibility to instruct all employees in safe working procedures in relation to their posts and workplaces, employees
may from time to time find themselves in unfamiliar environments. In such cases, the employee concerned should be
particularly alert for hazards and, whenever possible, ensure they are accompanied by a person familiar with the environment or that they are advised of specific hazards.

All volunteer helpers will be expected, as far as reasonably possible, to meet the same standards require of employees.

Role of Staff as Mandated Student Abuse Reporters

All non-certificated and certificated staff will be mandated reporters and will follow all applicable reporting laws, using the same policies and procedures used by CICA.

Responsibilities of Students

All students are expected, within their expertise and ability, to:

- exercise personal responsibility for the safety of themselves and their fellow students;
- observe standards of dress consistent with safety, hygiene and programmatic dress codes this would preclude unsuitable clothing and items considered dangerous;

- observe all the safety rules of the school and in particular the instructions of the teaching staff in the event of an emergency;
- use and not willfully misuse, neglect or interfere with items provided for safety purposes.

Visitors

Regular visitors and other users of the premises (e.g., contractors and delivery people) are expected, as far as reasonably possible, to observe the safety rules of the school.

Procedures for Background Checks

CICA, at its sole cost and expense, shall obtain fingerprint, criminal record summaries And subsequent arrest information for all Charter School employees in positions Requiring contact with minor students in accordance with the requirements of Education Code section 44237.

CICA shall require all its subcontractors and vendors whose duties require contact with minor Charter School students to submit fingerprints in accordance with Education Code section 45125.1. CICA shall require all parent volunteers who will supervise minor students outside of the presence of a credentialed employee to undergo fingerprinting/background checks pursuant to Education Code sections 35021 *et seq.*

TB Testing

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

Immunizations

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

Medication in School

CICA will adhere to Education Code Section 49423 regarding administration of medication in school. Students will be screened for vision, hearing and scoliosis.
CICA will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by CICA.

Emergency Preparedness

CICA shall adhere to an Emergency Preparedness Handbook drafted specifically for the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to

the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility
that was previously used as a School site, any existing emergency preparedness plan for the school site shall be
used as a starting basis for updating the handbook for CICA.

Bloodborne Pathogens

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

Drug Free/Alcohol Free/Smoke Free Environment

CICA shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

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

Comprehensive Sexual Harassment Policies and Procedures

CICA is committed to providing a school that is free from sexual harassment, as well as any harassment based
upon such factors as race, religion, creed, color, national origin, ancestry, age,medical condition, marital status,
sexual orientation, or disability. CICA shall develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at CICA (including employee to employee,
employee to student, and student to employee misconduct), including procedures and timelines for handling
and/or responding to such complaints, and how staff and students will be notified of these policies and procedures. On or before the first day of operation, and by July 1 of each subsequent year, CICA shall provide
CICA with two (2) copies of all such policies and procedures.
Misconduct of this nature is very serious and will be addressed in accordance with CICA's sexual harassment
policy.

Pupil Records

CICA shall at all times maintain pupil records in accordance with any pupil record system utilized by CICA, or as agreed upon by CICA (such agreement not to be unreasonably withheld) including but not limited to cumulative files, student work portfolios, immunization records, special education files, and/or attendance verification at the school site within CICA.

Notwithstanding Education Code section 47610, CICA shall voluntarily agree to comply with Education Code sections 49060 through 49079. Given that these sections do not apply to a charter school, should CICA seek an exception to these sections, it shall seek the same from CICA, and such agreement shall not be unreasonably withheld. Charter School pupil records maintained by CICA shall be made available for inspection by CICA at any time for purposes of verifying that CICA is in compliance with all state and federal laws, its Charter, and MOU, as applicable.

Safe Environment

The Administration must ensure that: the means of access and egress are safe for the use of employees, and that all material and equipment made available to and used by the employees are safe. If Administration knows of any hazard associated with the above, she/he should take action to make employees aware of it; fire escape routes and exits are clearly marked for the benefit of unfamiliar users of the building, particularly during the hours of darkness; employees of the building are briefed about the location of the telephone, fire escape routes, fire alarms and fire-fighting equipment. Notices regarding emergency procedures will be prominently displayed; employees using any equipment or facility provided by the school are familiar with its safe use and, if necessary, briefed accordingly; arrangements are made for checking the security and condition of the premises and equipment used after vacation by the employee or his/her staff.

Fire and Emergency Evacuation Procedures

The school's procedures for fire and emergency evacuation are posted in the school entrance hall.
These procedures will be updated as appropriate.
A log book for the recording and evaluation of practice and evacuation drills is available.

Impact Statement

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

Fire Prevention Equipment

Arrangements are made to regularly monitor the condition of all fire prevention equipment. This would include the regular visual inspection of fire extinguishers and the fire alarm system.

First Aid and Accident Reporting Procedures

First aid kits are available in school offices and additional first aid boxes located in all CTE classrooms. The person responsible for administering the accident reporting procedure and the notification of serious accidents causing death or major injury and dangerous occurrences is the chief administrator. The report forms and the arrangements to be followed if the person injured is unable to complete an accident report form or who is not an employee are to be found with the school secretary. It is the responsibility of supervising staff/faculty to contact Emergency Medical Systems (EMS) by dialing 911 in the unlikely event of an accident, fire, or other emergency.

Filed 11/03/26

Case 26-02134

Doc 27

DEMONSTRATION OF TEACHER SUPPORT

California Education Code, Section 47605 states as follows: *"The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation."* All signors to this document hereto, also acknowledge that they have received and reviewed a copy of the charter petition that will be submitted to Twin Rivers Unified School District (TRUSD), and that this document will be attached and made a part of said charter petition.

The following teachers meaningfully desire to teach at CICA, an adult serving charter school proposed at a site within the Twin Rivers Unified School District:

PRINTED NAME	PHONE	SIGNATURE	DATE SIGNED	TEACHER EDUCATION/QUALIFICATIONS
Kevin Taylor	510-565-6979		4/8/19	English Cred Admin Cred
Katrina Tupper	916-521-0574		04/08/19	Adult Ed. Cred.
MELISSA ROBERSON	503-360-6812		4/8/19	ADULT ED CRED.
Christina Martinez	650-521-1218		4/8/19	Multiple Subjects Cred.
Nicole Scroggins	530-503-078		4/8/19	Adult Ed Cred.
Chris Timpson	916 990-2337		4/8/19	Clear Cred.
Sonya Stinson	(478)845 8843		4/8/19	Clear Cred
Happy Cooc	(916) 806-6408		4/8/19	Clear multiple subj

Filed 11/03/26

Case 26-02134

Doc 27

DEMONSTRATION OF TEACHER SUPPORT

California Education Code, Section 47605 states as follows: *"The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation."* All signors to this document hereto, also acknowledge that they have received and reviewed a copy of the charter petition that will be submitted to Twin Rivers Unified School District (TRUSD), and that this document will be attached and made a part of said charter petition.

The following teachers meaningfully desire to teach at CICA, an adult serving charter school proposed at a site within the Twin Rivers Unified School District:

PRINTED NAME	PHONE	SIGNATURE	DATE SIGNED	TEACHER EDUCATION/QUALIFICATIONS
Ellen Hayes	803-549-2207	Ellen Hayes	4/8/19	BA / cred (intern)
Lisa Batturaro	916-833-8513	Lisa Batturaro	4/8/19	B.A / 2 M.A's, K-12 cred. Bil. cred
Amy Bianchini	916-541-4992	Amy Bianchini	4/8/19	B.A. / MA. Education / Supp. English cred. Multi-cred.
Carrie Casillas	916-826-8182	C. Casillas	4/8/19	M.Ed Curriculum and Instruction M.A. ECE K-8 Teaching Credential
Diane Spence	916-759-8561	Diane Spence	4/8/19	B.A. Social Science (Womens Studies)
Oksana Reznik	916-477-8945	[illegible]	4/8/19	M.A. in English

California Innovative Learning Academy

2019-2020 School Calendar

July 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Color Code: **First/Last Day of School** **Teacher Work Day/No School** **Holidays/No School** **No School**

Every 20 Days for Independent Study

Important Dates and School Holidays

July 8th	First Day of School/Track A	Dec 23rd - Jan 3rd	Winter Break
Aug 8th - 9th	Teacher Work Days	Jan 20th	MLK Day
		Feb 14th & 18th	Teacher Work Days
Sept 3rd	Labor Day	Feb 17th	President's Day
		Apr 6th - 10th	Spring Break
Nov 11th	Veterans Day	May 4th - 6th	Teacher Work Days
Nov 25th - 29th	Thanksgiving Break	May 25th	Memorial Day
Dec 13th	Teacher Work Day	June 30th	Last Day of School

Revised 11-21-18

EXHIBIT 5

LETTER FROM TRUSD EXTENDING CICA CHARTER TERM, DATED AUGUST 5, 2021 – *CHARTER TERM EXTENDED FROM JUNE 30, 2024 TO JUNE 30, 2026*

TwinRivers
UNIFIED SCHOOL DISTRICT

Board of Trustees

Michelle Rivas
President

Michael Baker
Vice President

Christine Jefferson
Clerk

Bob Bastian
Member

Basim Elkarra
Member

Linda Fowler, J.D.
Member

Rebecca Sandoval
Member

Superintendent
Steve Martinez, Ed.D.

August 5, 2021

Via U.S. Mail and E-Mail

Murdock Smith
Executive Director
California Innovative Career Academy
1333 Grand Ave. Building C.
Sacramento CA, 95838

Re: Two-Year Extension of Charter Term Pursuant to Assembly Bill 130

Dear Murdock Smith,

As you are likely aware, on July 8, 2021, the California Legislature passed the Education Trailer Bill (Assembly Bill 130). As part of that legislation, charter schools with terms expiring between January 1, 2022 and June 30, 2025 receive an automatic two-year extension.

Since California Innovative Career Academy Charter School's charter term will expire within the above-referenced time frame, please consider this letter as the District's acknowledgement of the two-year extension afforded under Assembly Bill 130. Therefore, California Innovative Career Academy Charter School's charter will now expire on June 30, 2026.

Should you have any questions or concerns, please feel free to contact my office.

Sincerely,

Lori Grace,
Associate Superintendent, School Leadership

To inspire each student to extraordinary achievement every day

Physical Address: 5115 Dudley Blvd. • McClellan, CA 95652
Mailing Address: 3222 Winona Way • North Highlands, CA 95660
(916) 566-1600 • FAX (916) 566-1784 • www.twinriversusd.org

EXHIBIT 6

LETTER FROM TRUSD EXTENDING CICA CHARTER TERM, DATED OCTOBER 6, 2023 – *CHARTER TERM EXTENDED FROM JUNE 30, 2026 TO JUNE 30, 2027*

TwinRivers
UNIFIED SCHOOL DISTRICT

Board of Trustees

Michelle Rivas
President

Michael Baker
Vice President

Christine Jefferson
Clerk

Stacey E. Bastian
Member

Basim Elkarra
Member

Linda Fowler, J.D.
Member

Rebecca Sandoval
Member

Superintendent
Steve Martinez, Ed.D.

To inspire each student to extraordinary achievement every day

October 6, 2023

VIA E-Mail

Murdock Smith
Executive Director
California Innovative Career Academy
1333 Grand Ave. Building C.
Sacramento CA 95838

RE: One-Year Extension of Charter Term Pursuant to Assembly Bill 114

Dear Murdock Smith,

As you are likely aware, on July 10, 2023, the California Legislature passed the Education Trailer Bill (SB 114). As part of that legislature, charter schools with terms expiring between January 1, 2024 and June 30, 2027 receive an automatic one-year extension.

Since California Innovative Career Academy's charter term will expire within the above-referenced time frame, please consider this letter as the district's acknowledgement of the one-year extension afforded under SB114. Therefore, California Innovative Career Academy Charter School's charter will now expire on June 30, 2027.

Should you have any questions or concerns, please feel free to contact my office.

Sincerely,

Lori Grace,
Associate Superintendent, School Leadership

Physical Address: 5115 Dudley Blvd. ◆ McClellan, CA 95652
Mailing Address: 3222 Winona Way ◆ North Highlands, CA 95660
(916) 566-1600 ◆ FAX (916) 566-1784 ◆ www.twinriversusd.org