

Cesar Chavez Language Academy

DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992

ELEMENT A: DESCRIPTION OF THE EDUCATION PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 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. (ii) 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. (iii) 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. Education Code 47605(b)(5)(B)”

Cesar Chavez Language Academy is a Two Way Immersion Program (Spanish/English) serving English Only and English Learner students in Santa Rosa. We are a Dependent Charter School in the Santa Rosa City Schools School District. Our school opened in 2013, with a Kinder Academy and Kindergarten classes. Each year, we have added a grade as those "founding" students move up. By the school year 2021/22, CCLA will be TK-8th grade school.

LCAP Annual Actions are described in Element B.

I. Mission Statement

The mission of the Cesar Chavez Language Academy (CCLA) is to create a family and community centered environment that promotes a rigorous academic environment which creates bilingual, biliterate and multicultural quality education for all students. This environment fosters creative, honest and kind citizens of the community and the world.

Motto: Bilingual/Biliterate/Bicultural/By Choice

II. Program Overview

CCLA community believes that the best setting for educating linguistic minority pupils - and one of the best for educating any pupil - is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement. (C. Glenn, 1990).

CCLA is a school dedicated to excellence and fidelity to a high quality implementation of the two-way bilingual immersion (TWBI) model. CCLA will support all students in a rigorous, highly focused educational environment that will prepare them for a future in higher education and a global workforce.

CCLA is dedicated to inspiring each child to realize his/her unique potential. Central to the educational philosophy is the belief that children learn best when:

- Ø There are high standards and expectations for all.
- Ø They become active participants in, not mere recipients, of their education.
- Ø A positive school culture is developed that respects diversity and multiculturalism.
- Ø Parents and community are seen as essential partners.
- Ø The language and culture of all families are valued and embraced.
- Ø They are provided a positive, respectful learning environment, where students take responsibility for their actions, choices and learning.
- Ø Collaboration and positive interaction among peers is facilitated.
- Ø They are offered meaningful high quality instruction.
- Ø They are given opportunities to use technology as a tool to access and share knowledge across the content areas.
- Ø Teachers reflect and differentiate instruction based on student's needs.
- Ø Teachers are given time to collaborate and plan instruction based on assessment and student needs.
- Ø Teachers and staff are provided quality professional development to ensure they are implementing best practices and current research.

GOALS:

CCLA will provide students with the tools to become bilingual, biliterate, academically and socially competent, self-motivated, lifelong learners in a technologically advanced and diverse global society. These objectives will be accomplished through: a focus on academic rigor, instructional practices that meet the diverse needs of learners, a program that builds competence and confidence across cultures and languages, and a creative, enriched environment that fosters a passion for learning. The CCLA goals for its students include:

Ø High Academic Achievement Through a focus on academic rigor and effective instructional practices, students will attain high levels of content area knowledge and demonstrate grade-level academic achievement in both English and Spanish. Students will engage in a highly challenging curriculum in English and Spanish derived from the Common Core Standards. Students will be prepared for all state testing.

Ø Bilingualism and Biliteracy - All students will learn to read, write, listen and speak in English and Spanish. Students will develop high levels of literacy in both languages using the Common Core standards and through the implementation of the Guiding Principles in Dual Language Education. In addition, students will attain the world language content standards for Spanish as defined by the California Department of Education. The CCLA believes that being bilingual and biliterate benefits all students and, in turn, their local and global communities.

Ø Multicultural Competence - Students will develop high levels of self-confidence and cross-cultural understanding. Students will meet the cultural standards of World Language Content Standards, and learn about their culture and other cultures. They will be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

Ø Social Skills and Social Responsibility - the CCLA will foster a strong sense of responsibility, confidence, self-motivation, and the leadership skills necessary for success in the classroom and beyond. Students will be encouraged to think critically, to analyze, question and resolve conflicts peacefully. They will learn to work effectively in groups, to help each other and contribute to their community and prepare for the professional skills required in a global society. The BEST(Building Effective Schools Together) program will be implemented as part of the school.

Ø Student Centered Instruction - Teachers will deliver student centered instruction, based on the Common Core Standards, where students feel safe bringing their knowledge into the classroom. Whenever possible, instruction will incorporate students' interests, experiences and ideas, requiring them to be active, responsible participants in their own learning. Special attention will be placed on providing opportunities to transfer knowledge to a variety of situations, leading to life-long learning as well as college and career readiness.

Ø Experiential Education - Students will learn through a process of inquiry and reflection. They will participate in curriculum structured around projects and activities that allow the learner to be actively engaged in the process of deeper understanding and greater retention of the curriculum. Students will teach and learn from each other by working collaboratively in cooperative groups, leading to genuine, meaningful and long-lasting learning. Experiential learning will provide the opportunities for students to develop problem-solving skills and innovative design thinking.

Ø Home and School Partnership - Parents are empowered through a range of home/school interactions that develop a sense of partnership, inclusion and promote mutual support. Each parent is seen as the primary teacher of their child. Parents are valued and respected as an important member of the school team, capable of making important contributions to the educational process. Parents are encouraged to volunteer at least 12 hours throughout the school year. In order to ensure academic success in the TWBI program, parents sign a compact agreeing to the Home/School Partnership.

Ø Information Literacy - Students and teachers will use technology to enhance and deepen content knowledge. Students will learn effective ways to use technology for research and multimedia presentations and communication in two languages while also being trained in internet safety and online ethics.

EDUCATION FOR THE 21ST CENTURY

The 21st century will be characterized by an expanding, technology driven, complex and changing global community. Effective citizens will need to communicate clearly, have strong creativity, and work collaboratively with others who may be very different from them. They will need highly developed critical thinking problem solving skills and the oral, literacy, cross-cultural and interpersonal skills to effectively communicate in more than one language.

As educated persons in the 21st century, students will need to be college and career ready after high school. CCLA prepares students by providing them with the necessary tools and skills as outlined in our goals and measurable student outcomes.

III. Curriculum and Instruction

The current research states the needs of language minority and language majority students can be simultaneously met by combining the best features of immersion programs and of bilingual education. According to Kathryn Lindholm-Leary, Dr. Stephen Krashen and Dr. James Cummins, bilingual immersion programs are based on four underlying ideas:

1. Second language is best acquired by language minority students when their first language is firmly established.

2. Second Language is best acquired by language majority students through immersion in that language.
3. Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express the knowledge.
4. Students need to reach a threshold level of native language proficiency in order to facilitate second language development. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages.

CCLA's educational program will be based on the strong and consistent research based on quality bilingual education programs that have shown high rates of academic success in both English and the minority language for English learners (Francis et al, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Krashen & Biber, 1988; Lindholm Leary, 2000; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, in press; Ramirez, Yuen and Ramey, 1991; Tempes, 1984-85; Thomas & Collier, 2001; Willig, 1985). Such studies document the numerous benefits of extended native language instruction, including initial literacy instruction, for ELs in quality programs.

National program effectiveness findings show that enrichment one-way (developmental or bilingual maintenance) and two-way bilingual immersion programs are "the only programs that assist students to fully reach the fiftieth percentile in both L1 and L2 in all subjects and to maintain that high level of achievement." Schools implementing high quality two-way immersion programs can expect one-fifth to one-sixth of the achievement gap for English learners to close each year (Thomas & Collier, 2002). Additionally, two-way programs have more students who pass the high school exit exam (Lindholm-Leary, 2010) and fewer high school dropouts (Thomas and Collier, 2001). Additionally, two-way immersion programs have shown significant results in closing the achievement gap for Latinos, which has remained a persistent problem in the United States. Two-way immersion programs give equal status to both languages and typically enroll Latino students alongside non-Latino students, providing the additional advantage of fostering positive intergroup relations (Morales & Aldana, 2010).

Lindholm-Leary (2006), concluded that all groups benefit from two-way immersion education. For every group of students considered (EL, R-FEP, EP, Latino, Free Lunch, Special Education), each group scored equivalent or superior to comparison averages in California for that group after completing a two-way immersion program. The benefits are magnified when it is taken into account that students from two-way immersion programs are bilingual and biliterate.

A solid two-way immersion program also provides students with important socioemotional skills. Two-way students, who spend considerable time in peer to peer and group interactions, show high levels of multicultural competence, positive attitudes toward other languages and cultures and toward students who are different from them. In addition these students are

motivated and value their experience in learning through two languages and cultures (deJong, 2009; Lindholm-Leary, 2009; Lindholm-Leary & Borsato, 2004). This atmosphere of inclusiveness in the dual-language environment meets the cultural needs of minorities and provides opportunities for them to experience the world of their non-minority peers. Just as important, non-minority students expand their worldview and respect for the customs and experiences of others (Thomas and Collier, 2001).

CCLA uses Common Core aligned McGraw Hill Spanish Language Arts program (Maravillas), the SRCS District Adopted Math program in Spanish (Everyday Math). CCLA also uses the District adopted CCD Units in English, as well as the Step up to Writing program for the Writing curriculum. Each Trimester, school wide Benchmark data is examined and shared with staff and parents (DRA, Reading Comprehension, Math and Let's Go Learn).

PERCENTAGE OF INSTRUCTIONAL TIME IN EACH LANGUAGE

90/10 in grades TK/K K: Reading, Writing and Math is taught in Spanish without translation. Students receive integrated & designated English language development while being taught Science and Social Studies for 30 minutes daily from another teacher at the same grade level.

85/15 in grade 1: Reading, Writing and Math is taught in Spanish without translation. Students receive both integrated & designated English language development and literacy development, including non-transferable skills appropriate to their English language level for 45-60 minutes daily from another teacher at the same grade level. Science & Social Studies are taught in English.

80/20 in grade 2: Reading, Writing and Math is taught in Spanish without translation. Students receive both integrated & designated English language development and literacy development, including non-transferable skills appropriate to their English language level for 62-77 minutes daily from another teacher at the same grade level. Science & Social Studies are taught in English.

70/30 in grade 3: Instructional time is allotted by Spanish being taught 70 percent and English taught 30 percent of the day. English literacy is increased in third grade with Spanish literacy continuing through the grades. Spanish teachers work with English teacher partners, trading students during the school day. Literacy & Math taught in Spanish, while English Literacy (including Integrated & Designated ELD), Social Studies & Science taught in English. Students are also taught non-transferable skills in English. English time increases to 92-117 minutes per day.

50/50 in grades 4-8: Instructional time is divided between English and Spanish with the range of 50% to 50% of classes taught in Spanish. Literacy taught in both Spanish and English. Math taught in Spanish. Science & Social studies, Integrated & Designated ELD, Non-transferable skills taught in English.

CLASSROOM BASED INSTRUCTIONAL STRATEGIES

CCLA teachers will be required to participate in quality professional development sessions to ensure that they are implementing best practices and current research. The staff will develop as a Professional Learning Community (PLC) to regularly review student data and refine instructional practices to ensure the effectiveness of the program.

CCLA will expect teachers to consistently hold students to rigorous academic standards. Special attention will be given to strategies proven effective in second language acquisition. Because all students are second language learners at CCLA, teachers must implement instructional strategies that enable students to comprehend content in a second language while continuing to develop high levels of proficiency in both languages.

The following research-based teaching strategies and practices shown to be effective with both English Learner and English Proficient students (see the Guiding Principles for Dual Language Education, Lindholm-Leary, 2008) will be employed:

Ø Balanced literacy program A balanced literacy program offering students multiple strategies for becoming proficient in reading and writing that incorporates best practices in guided and self-directed reading activities, phonics, grammar, genres of literature, and shared, interactive and independent student writing for multiple purposes.

Ø Guided Language Acquisition Design (GLAD) Project GLAD practices will be implemented to promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD develops meta-cognitive use of high level, academic language and literacy.

Ø Dyad, Triad, And Small Group Instruction Special attention will be paid to grouping students, since research on successful two-way immersion programs indicates that: “Classrooms should include a balance of students from non-English and English backgrounds who participate in instructional activities together,” and, “Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.” (Lindholm, K. 1990) Heterogeneous groupings during the Spanish and English portions of the day provide students with opportunities to assist and learn from one another, allowing second language acquisition to occur naturally. In response to these findings, students will be grouped heterogeneously by language in cooperative learning groups, and will engage in activities centered on problem solving and investigation encouraging students to work toward common academic goals. The California State Department of Education recognizes the strength of cooperative learning: A vivid example of interdependence can be found in the relationship between language-minority and language-majority students in two-way immersion programs. Native and non-native English speakers work together to become bilingual.

Ø Inquiry Based Instruction Will be used in all content areas by encouraging students to ask meaningful questions and use critical thinking techniques to solve problems. Providing

opportunities for innovation and higher order thinking will allow students deeper engagement and ownership of their own learning.

Ø Advancement via Individual Determination (AVID) (Grades 4-8: The AVID College Readiness System supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society.

The strong college-going culture on an AVID Elementary campus encourages students to think about their college and career plans. Schools cover their walls with college pennants and banners, and educators speak about their college experiences. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins.

AVID's implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations.

AVID takes a systemic approach through the use of WICOR and an explicit focus on high expectations, rigor, and developing a college readiness culture. The power of AVID Secondary is the ability to impact students in the AVID Elective class and all students throughout the campus. AVID Secondary can have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Teachers can take what they've learned at AVID training back to any classroom to help all students, not just those in AVID, to become more college- and career-ready.

Staff will utilize strategies from other successful two-way immersion schools in the state of California including:

- Ø Cross-curricular thematic units of study.
- Ø Systematic assessment of student progress.
- Ø School-wide focus on language development.
- Ø Shared vision with shared priorities and expectations for ELs.
- Ø Create and maintain a clear, coherent instructional plan.
- Ø Participate in ongoing data-driven decision-making.

SPECIFIC SUBJECT INSTRUCTION

Language Arts - All instruction is based on the California English Language Arts Common Core Standards, though in grades TK-2, Literacy is taught in Spanish. Teachers will use appropriate reading instructional practices to promote biliteracy, in part, based on research recommendations

from the National Literacy Panel. Some of these approaches and strategies include: direct, sequential instruction; modeling, guided practice, and independent practice; encouraging students to become efficient readers and writers, and to read and write for meaning in English and Spanish. Teachers will create rigorous higher level learning opportunities where students are encouraged to use higher order thinking skills.

In grades TK-3, Spanish Language Arts instruction will take place during the morning hours five days a week during an uninterrupted block of time at each grade level. In grades 4-6, Literacy will take place in the morning hours five days a week during an uninterrupted block of time.

Strategies used for comprehensive and balanced literacy program will include:

- Systematic Phonics and Decoding Instruction.
- Explicit Grammar Instruction.
- Academic Vocabulary
- Fluency Development.
- Comprehension Strategies and Skills.
- Read Alouds
- Biliteracy Strategies.
- School-wide Reading Motivation Campaign.

In addition, biliteracy strategies will be used, including research and approaches based on how to help students transfer skills across languages (Sylvia Reyes; Genesee, Lindholm-Leary, Saunders & Christian, 2006).

Mathematics - All instruction is based on the Mathematics Common Core Standards. The instruction will use approaches that are based on research on how mathematical strategies and ideas develop in children. Mathematical concepts will be introduced through appropriate contexts that are structured to ensure that the strategies, representations and ideas necessary for success are fully developed. Computational fluency will then be developed in concert with children's developing number sense. Children will use multiple strategies in computation and problem solving, and learn to represent their thinking with appropriate models (number lines, area models, etc.). To accomplish this, District adopted, Common Core aligned math curriculum will be used and the faculty will collaborate to ensure these programs are properly coordinated. CCLA will continue to train and develop all of its teachers to implement this program with integrity. Children will be encouraged to view the world through a mathematical lens, and to explore situations to discover the mathematical patterns and mechanisms within these environments. In addition, to infuse second language and literacy skills within mathematics,

assignments will include written prompts that encourage students to integrate their writing and knowledge of mathematical concepts.

Science - All instruction is based on the California English Language Arts Common Core Integration Standards. Students will use an inquiry based approach developed around hands-on investigations with a cohesive and connected curriculum where concepts build on each other, leading students to a more comprehensive understanding of the California science standards. All students will explore environmental issues and understand the need for human beings to develop as responsible citizens of our planet. Students will follow the scientific process of asking questions, forming hypotheses, making observations, collaborating in cooperative groups, and conducting experiments to test ideas and verify results. The program encourages curiosity, critical thinking skills, as well as the use of technology for research and presentations.

Social Studies - All instruction is based on the California English Language Arts Common Core Integration Standards. Students will increase reading and writing literacy through the context of standards-based social studies curriculum. Students will learn social studies both in the classroom and in the surrounding environment through field trips to local historical and cultural sites as well as in the context of other subjects through cross-curricular integrated projects and units of study. The program will focus on information literacy and critical thinking skills as well as the use of technology for research and presentations. Literature, group and individual projects, and research skills will create the foundation for the upper grade classes (4-6) while the lower grades (K-3) will focus on the duty of the individual and cultural understanding, in accordance with the common core standards. Locally adopted curriculum will be a key resource for students in the social studies.

Arts - The art program will place an emphasis on multicultural art and artists. Art instruction will be based on the philosophy of art education developed by the Getty Foundation, Discipline Based Art Education (DBAE), now called Comprehensive Arts Education (CAE). It incorporates four components: art history, art production, art criticism and aesthetics. The program will be sequential in design and integrated into the California State Standards of the Visual Arts, Language Arts, Science and Social Science curriculum. Students will gain an understanding of art as a symbolic language and of its historical and cultural context. They will acquire skills and knowledge of a variety of techniques including sculpture, printmaking, painting, drawing and ceramics.

Music - The music program will place an emphasis on multicultural art and artists. Research has shown the important influence of music on children's cognitive development (Rauscher, 2003). This is important for developing the whole child and for a better understanding of their culture. In alignment with the research, the music program has four main purposes:

- To develop an appreciation for the performing arts,
- To stimulate cognitive development, particularly in spatial-temporal reasoning and in mathematics,
- To promote multicultural knowledge through music,

- To help the child become a responsible citizens

Staffing permitted, the music program will teach students important musical concepts with special attention to multicultural traditional songs/games that are aligned to the state standards, in addition to offering basic music theory lessons, and teaching children to read music notation and play musical instruments. The expectation will be for students to develop a deeper interest in music and awareness that music can be used as a tool for the development of character.

Technology - CCLA believes that enabling the youngest students to access and interact with technology in an intelligent and guided environment will help to build a foundation for technologically savvy older students and technologically literate adults. Support at each grade level with a variety of technological skills and media will be a critical component of this program as well as a guided, cohesive strategies that integrate these tools meaningfully into the learning process.

In the upper grades, teachers will support students in the creation of content based multimedia projects involving photography, video and web-based projects.

Teachers will utilize image-rich media to make learning more relevant for second language learners and more compelling for all students. Teachers will be trained to incorporate Visual Thinking Skills with the projection and discussion of visual arts, photography including current events, and student-created work.

The Partnership for 21st Century Skills ('P21') is an organization created by the Department of Labor dedicated to the infusion of 21st century skills in the classroom. Drawing inspiration from this model, we aim to provide our students with opportunities for collaboration, critical thinking, and innovation in a technologically rich environment. Using P21 skills as a vehicle for content literacy, students will be highly engaged while also excelling in lifelong skills that the intelligent, integrated use of technology can foster.

Life Skills - Students will participate in activities and projects that demonstrate the acquisition of life skills. Students will take on leadership roles and will also demonstrate the ability to work collaboratively with peers, teachers, and families. Students will demonstrate the ability to plan, initiate, and complete community projects that utilize their skills and contribute to the social and ecological well-being of their families, community, and world. Students will demonstrate knowledge of career options, the skills required, and how to develop plans for setting and meeting career goals. Students will demonstrate confidence, motivation and self-esteem.

Physical Education - The Physical Education Program will be offered for 100 minutes a week to grades K-8. The focus of the program will be the development of healthy lifestyles, motor skills and movement knowledge, and developing social and personal skills. The curriculum is designed to consider both State guidelines and recommendations from current curriculum experts. The expected student outcomes of the program are as follows:

- Students enjoy and seek out physical activity.

- Students develop and maintain acceptable levels of physical fitness.
- Students develop a variety of movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits.
- Students develop the ability to get along well with others in movement environments including good sportsmanship and cooperative behavior.
- Students set goals for fitness and healthy food choices throughout the year. They learn the relationship between physical activity, food intake, and body composition.

SPECIALIZED STUDENT NEEDS – SPECIAL EDUCATION

Students at CCLA in need of Special Education and additional services are assured support. As a dependent district charter and will be served by the Department of Special Services. A resource teacher will be included among the staff at the school itself. A Student Study Team, consisting of teachers, principal, counselor or psychologist, and parents, is formed to assist with individual student needs as noted by an individual classroom teacher, parents, or other concerned staff. This team convenes on a regular basis and meets to discuss individual student needs, especially when someone in the school community recognizes that a student is not achieving at expected levels. Once a referral is made for a particular student, his/her behavioral and academic profile, including strengths and areas of need, will be discussed at a meeting of the Student Study Team, and interventions will be suggested and then monitored. If a referral for Special Services is suggested, the student receives comprehensive assessment, which includes parent and teacher input, into all aspects of the suspected disability. If the results of the assessment reveal eligibility for special education services, a written Individual Education Plan (IEP) is developed through a team effort in order to meet the specific needs of the student. Every attempt is made to provide needed services at the charter school through the assistance of the resource teacher and/or other specialists from Special Services, such as speech and language therapists. However, if the needs cannot be accommodated at the site, other alternatives, such as a contract with outside agencies, may be explored.

The school will have access to assistance from SRCS Special Programs as well as from the local Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education. A Program Manager, who monitors the legal concerns as well as the educational program, is responsible for programmatic needs and benefits for the school at large and will adhere to all requirements of federal law as found in Individuals with Disabilities Education Act (IDEA). Proactive intervention will be implemented on a school-wide basis so that a problem-solving model for assistance (as opposed to a deficit model) is employed. For instance, prior to the referral for Special Education services, the Student Study Team will employ a multi-tiered model of service delivery that includes a pyramid of responses that are based on student need. Other possible interventions, for response to other needs, may include assistance from a school psychologist, a speech and language specialist, or a behavior specialist.

In addition to making provisions for students who are either academically low achieving or who are in need of special education services, the charter school will identify and respond to the needs of students who are gifted and talented. Using identification procedures practiced by other schools within Santa Rosa City Schools, the teachers will assess student ability beginning when students are in the third grade by administering the RAVEN assessment and by examining California Standards Test results in order to determine which students are already academically high achieving and/or those students who have potential to excel in academics and/or in the arts. Teachers with these identified learners will promote higher level thinking skills through differentiated instruction that includes multiple options for students to take in information, to make sense of ideas, and to express what they know. For advanced learners, the curriculum and instruction is adjusted to incorporate one or more, the following dimensions of differentiation: depth, complexity, novelty, and acceleration.

ENGLISH LEARNERS

Another group of students with special needs that will be addressed within the charter school are the English learners (EL). An English immersion program will provide instruction in English within the classroom with the curriculum and lesson presentations designed appropriately for students learning the language. This model is delivered by the classroom teacher who will be trained and credentialed in the use of appropriate strategies for EL students. Thus, EL students are in mainstream settings with native English speakers. The EL students receive designated ELD instruction daily in conjunction with the ELA curriculum. Teachers use Guided Language Acquisition Design (GLAD) strategies to give ELs access to the core curriculum, and instructional materials will be matched with student needs. As in other SRCS schools, the needs of English learners are assessed through the English Language Proficiency Assessment for California (ELPAC). An English Learner will be considered “reasonably fluent” when he/she has reached levels 3 or 4 on the ELPAC and when reading and writing levels in English are at the appropriate level (no more than one grade level below for students in grades two and three and no more than two grade levels below for students in grades four through six). Reaching “reasonable fluency” does not signal the end of EL services, however; students will continue to be monitored for academic progress even after formal redesignation takes place. CCLA staff will adhere to SRCS District guidelines for Reclassification (RFEP).

Teachers at CCLA will receive professional development, related to the pyramid of interventions so that the needs of all children may be recognized and met with the most appropriate educational response. In addition, they will learn about ways to provide depth, complexity, novelty, and acceleration in pacing for the students recognized as needing additional challenges within the academic setting. Training in SDAIE strategies for EL learners and other kinds of professional development will be incorporated into the ongoing professional development several times over the course of the year. In addition, the Resource Specialist Program (RSP) teacher and others who are interested will have opportunities to access training provided by SELPA, by SRCS Special services, and/or by other departments offering professional development through SRCS.

ROLE OF PARENTS AND COMMUNITY IN THE PROGRAM

This charter recognizes that students and schools are more successful when parents, staff, students, and the community work together to support and foster learning for all. Therefore, at the Charter School, the education of each child is a joint venture between the parent, student, community and school. To support this goal:

1. Parents/guardians, staff, and community partners are elected to serve on the Bilingual Advisory Board (BAB) (See Element D below).
2. Parents and guardians who enroll their children in the school accept their responsibility for their children's education. Therefore, they will agree to:
 - Discuss regularly with their child the importance of education and school
 - Keep in regular contact with their child's teacher(s) regarding student progress.
 - Attend school sponsored parent meetings regarding the school's program.
 - Consistently support their child in completion of school work and preparation for assessments.
3. Parents and guardians are encouraged to participate in the life of the school. There are multiple ways for parent involvement. Hours are flexible and varied so as not to create barriers for a diverse student population. Varied service opportunities may include such things as assisting in classrooms, attending any school related activity (such as Back to School Night), field trip transportation, fundraising support, Committee work, tutoring, reading with students, and supporting school related activities.
4. Upon enrolling at CCLA, parents and guardians will agree that their student adhere to the School Common Student Dress Code.
 - A dress code promotes a more serious school atmosphere which emphasizes academics and promotes good behavior.
 - Dress codes have proven to increase student achievement by encouraging students to concentrate more on their studies and less on their wardrobe. A de-emphasis on clothing can also save money, as there will be less pressure to keep up with expensive trends and fashions.
 - Dress codes in school settings reduce social conflict and peer pressure that may be associated with appearance.
 - Studies indicate that a school dress code can reduce the prevalence of at-risk behaviors.
5. Staff provide outreach to students and their parents to create two-way communication and participation, efforts that will be overseen by the program coordinator. Ways to meet this goal may include:
 - Parent Education and Information Nights
 - Literacy Nights

- Family/School/Community Nights
- Regular phone calls home and e-mail messages to share student performance
- Explanations of rubrics and other feedback tools and written feedback home regarding assessment, both formative and summative.
- Parent-teacher conferences

ELEMENT B—DESIRED STUDENT OUTCOMES

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

Cesar Chavez is committed to improving outcomes for students. Our Local Control and Accountability Plan (LCAP) outlines the state priorities and our commitment to meeting the goals outlined within. Our academic goals in the LCAP are listed below.

Pupil outcomes: Work towards a strong scope and sequence for all grade levels that adheres to 90-10 model for Dual Immersion in K-1, 70-30 in grades 1-3, and 50-50 in grades 4-8 using research and data in order to increase academic achievement (at least 5%) as measured in assessments (site and statewide) on each assessment cycle. Assessments will include Estrellita Phonemic Awareness, DRA, STAR Reading (4th grade and up), Trimester Writing Benchmarks, Trimester Illuminate Assessments (grades 1 and up), Benchmark assessments/End of Unit Comprehension Assessments from Spanish Language Arts Curriculum (Maravillas), End of Unit Math Assessments from District Adopted Math program (EveryDay Math). CAASP Data Goal: 2% of all students, including Latino, English Only, and English Learner sub-groups will increase by at least 2% (moving up a level) annually. English Learner Reclassification Goals: English Learner Reclassification to improve by 5% annually.

The California Common Core Standards provide the guide for measurable student outcomes in all subject areas, and, as noted in the Curriculum and Instruction section of this application, these standards will be the basis for all teaching and learning at the CCLA.

In addition, the expectation of an educated person in the 21st century is that he/she must possess certain skills and abilities, which are listed below as student outcomes and incorporate the 4C's (Communication, Collaboration, Critical Thinking/Problem Solving, and Creativity). Through the curriculum and instruction defined earlier, the staff and school community will assist students

in becoming self-motivated, competent, and life-long learners. Specifically, the student expectations, are as follows.

Students enrolled in the CCLA, as age appropriate, will demonstrate:

- Academic Achievement

Students will demonstrate success in mastering a standards-based curriculum in both English and Spanish. Pupils will demonstrate academic progress working towards grade level or make measurable growth in core areas of a comprehensive curriculum including English language arts, Spanish language arts, mathematics, science, and social studies during a calendar year as measured by classroom performance and CCLA standardized benchmark tests. Similar tests will be developed and used in Spanish.

Pupils will demonstrate competency in math on class work and on standardized tests, as a result of participating in a program which balances investigative problem solving, concrete experiences with numbers and data, and computational fluency.

Pupils will demonstrate an understanding of themselves as scientists and of science as a process through their reflections in science journals and during discussions.

Pupils will express themselves and understand others through visual and performing arts as shown through special exhibits and performances of student work, as well as a part of daily activities

Pupils will be assisted to meet grade level benchmarks through participation in an intervention program if they are performing below grade level. See Appendix I for full list of school-wide assessment measures.

In accordance with research for two-way immersion programs, students in grades 2 and 3 typically score lower than students in English-only programs. Nevertheless, the school will maintain the expectation that by grades 4-6, students will score comparably to or higher than their EL or English Proficient peers in comparable schools.

- Language Proficiency/Communication

Students will demonstrate increasing bilingual proficiency. Pupils will be bilingual and biliterate in Spanish and English by the end of the 8th grade, provided they have been enrolled at CCLA since first grade. Pupils will use grade-level oral and written language skills to express themselves in written and verbal contexts, communicate with others, share opinions, entertain, and function as productive citizens as demonstrated in class. Two-way immersion academic and linguistic proficiency outcomes will be articulated and documented to monitor students' progress by grade level toward the end of the 8th grade (see Appendix I). In the 8th grade, all students will be assessed to determine if they meet the criteria to receive a Seal of Biliteracy. All students will take the Spanish Advanced Placement Language and Culture Exam in the 8th grade.

- Personal Development/Collaboration

Students will meet appropriate physical fitness and socio-emotional benchmarks. Students will demonstrate growth in physical fitness, interpersonal skills and emotional balance to solve academic and social problems.

- Problem Solving/Creativity

Students will demonstrate self-guided skills in becoming more independent in their own work. Pupils will assess their own work with established and vertically scaffolded rubrics and set goals as part of the process of creating portfolios and ongoing collections of work, as well as part of their participation in students' parent-teacher conferences.

- Critical Thinking

Students will demonstrate problem-solving skills and innovative thinking. Students will demonstrate growth in this area in the classroom through ability to summarize problems, identify context, developing perspectives, hypotheses, and supporting data/evidence for claims. Students will also identify conclusions and consequences for other positions as well as their own.

- Multicultural Skills

Students will demonstrate high levels of cross-cultural understanding. Students will learn about their own culture and other cultures, and be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

- Prepare for Post-Secondary Education

Students will participate in the school's AVID program and set goals for completing A-G requirements upon finishing the 8th grade. CCLA AVID students reflect and question while mastering content rather than just repeating and memorizing. Students work together to problem solve and to change the level of discourse in the classroom as they prepare for success. Students are taught to articulate what they don't understand and learn how to seek out the resources they need. By teaching critical thinking, inquiry, and self-advocacy, AVID educators empower students to own their learning.

Each year the school leader will create an Annual Accountability Report for the District.

ELEMENT C—METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING ACADEMIC CONTENT STANDARDS AT ALL GRADES

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

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

Assessment that enhances instruction is a top priority for CCLA. CCLA will implement performance-based assessments to guide curriculum design and instructional delivery. Evidence

of student achievement will be based on frequent demonstrations of skills mastery, as documented by teachers in systematic and ongoing assessment records, as well as through culminating activities and testing.

The pupils at CCLA will be assessed using the following methods:

SCHOOL-WIDE ASSESSMENT PRACTICES

These tests will be administered and an annual analysis of the results will be used to refine school-wide and grade-level instructional priorities and practices following the RTI model.

Specifically, CCLA will administer the:

- Smarter Balanced Assessment (SBAC) Test in English Language Arts, Mathematics, and Science as part of the State Testing and Reporting program in grades 3-8.
- Spanish Benchmark Exams given three times each year in grades K-8.
- English Benchmark Exams given three times each year in grades 4-8.
- Writing assessments in the grade level genres of California Content Standards that will be scored with the 4-point writing rubric in both languages (all grade levels).
- Developmental Reading Assessment (DRA) Literacy Assessment for all students in grades K-2 (Spanish). Grades 3: Spanish and English. Grades 4-8: Spanish and English (for any students below grade level on STAR Reading).
- ELPAC (English Language Proficiency Assessment for California) TK-8 for English Language Learners

OTHER ASSESSMENT TOOLS

Student Portfolios will be kept from the student's beginning year through matriculation. These collections will be used throughout the student's education to guide instruction. At minimum, one student writing sample, one literacy assessment, and one mathematics assessment will be added to the student file each period. Students will be encouraged to have a growth mindset, and self-reflection upon their portfolio work.

Parent-Teacher Conference Information shared at these conferences is part of the ongoing loop between assessment and instruction. Data that is entered in report cards is accumulated systematically during each reporting period with predetermined timing approved by the principal and shared with the leadership team for monitoring and accountability. By participating in conferences, and initial goal setting, and tracking, students will experience self-assessment,

empowering them to effectively evaluate their learning, goals, and make informed choices and decisions concerning their education.

Instruction Informs Assessment: Maximizing Alignment with State Standards and Common Core Standards the principal and teachers engage in regular school-wide and grade-wide analysis of benchmark and standardized test scores (SBAC, ELPAC, DRA, Let's Go Learn,) and standard writing assessments, in both languages, as results are available. The principal will facilitate a discussion about the results of these assessments, and the implications for instruction. Following this analysis, teachers in grade-level teams establish and submit to the principal a plan of action for each grade level that uses these assessments to directly inform instruction by addressing each area of weakness in students' performance as demonstrated on these assessments. The principal then provides feedback to teachers on their plans, ensuring that they are both sufficiently rigorous, and articulated with the available interventions. Proficiency on standardized examinations in both languages is recognized as an indicator of exceeding district and state expectations which aim for skills and knowledge mastery.. Staff will report benchmark assessment data three times per year to inform progress and growth.

CCLA's top goal is to achieve the California Dashboard growth targets set by the State and will follow the district's Board policy and administrative regulations regarding the accountability of charter schools. This will include meeting the Dashboard targets two out of every three years to meet the renewal requirement as specified in the Education Code. The principal will examine dashboard data each year in the context of the Mission statement and the two-way immersion model as articulated above in the Assessment Informs Instruction section. From the analysis data, the principal and teachers will develop targeted supportive strategies to target and boost the achievement of students who are not demonstrating adequate proficiency appropriate to their grade level and progress through the two-way immersion program. Intervention programs will be developed and may include, but are not limited, to:

- Implementing a tutoring program to support academic achievement.
- Professional development that is focused specifically on Response to Intervention (RtI) and
- Raising student achievement in the areas identified by data.
- Systematic and observable differentiated instruction within each classroom.
- School-wide focus on designated areas of growth.

Attached is California School Dashboard information from the California Department of Education. <https://www.caschooldashboard.org/#/Home>

ELD ASSESSMENT GOALS

The performance of ELs will be continually disaggregated and monitored for significant improvement. Each year, it is expected that an increasing percentage of ELs shall meet the criteria for reclassification as fluent English proficient (RFEP) based on the most recent ELPAC (English Language Proficiency Assessment for California), SBAC , and other district/site measures. Specific testing results for students as included in the School Benchmark Evaluation Tool.

* Students will be reclassified at the same rate or higher than District average by 6th grade

ELEMENT D—GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Education Code 47605(b)(5)(D)

As indicated, the governance of the SRTWB will rest with the Board of Education of the Santa Rosa City Schools. Except as specifically provided within the approved charter, the Board of Education Policies and Administrative Regulations will govern the Charter School in the same manner as for the non-charter schools of the District.

Except as specifically provided within the approved charter, all District procedures, including budget adoption by the Board of Education and allocation of discretionary funding to the CCLA will occur in the same manner as for the non-charter schools in the District.

Staff members serving the CCLA School are members of the respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives through memoranda of understanding, collectively bargained contracts will pertain to the Charter School in the same manner as for the non-charter schools of the District.

Parental and community involvement are a strong component in the CCLA School. The parents/guardians of prospective students are asked to familiarize themselves with the Mission Statement and Educational Vision of the Charter School. The signature of the parents/guardians on the CCLA School application form signifies commitment to the goals and program of the Charter, as well as to a personal level of involvement in the program and operation of the school. Specific guidelines and options for parents/guardians involvement are outlined by the BAB committee and the charter document.

The BAB will operate under a set of by-laws. This committee operates as the guide that focuses all the charter community toward the common goals expressed in the charter document. In addition, this body has the responsibility for oversight of the budget, provides feedback regarding how to utilize funds allocated to the Charter School, and for monitoring Charter School operation for adherence to the approved charter. With an eye toward financial and program management, special attention is given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

The BAB is an active and engaged body representative of the various constituents of the site. The BAB includes: four certificated staff members representing various grade levels and specialist areas, three parent/guardian members, a classified staff person, and the school leader. Terms are staggered every two years for all members except school leader.

CCLA School's By-Laws for Bilingual Advisory Board

Article I

Name of Committee

The name of the committee shall be the Bilingual Advisory Board (BAB).

Article II

Role of the Committee

The role of the Bilingual Advisory Board is to focus the charter community toward the common goals expressed in the charter document. In addition, this body is responsible for oversight of the budget and making spending decisions utilizing funds allocated to the CCLA. With an eye toward financial and program management, special attention will be given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

Members

Section 1 - Composition

The Bilingual Advisory Board will be an active and engaged body representative of the various constituents of the site. In the first years of operation, the Bilingual Advisory Board will include ten members: four certificated teaching staff members representing various grade levels and, three parent/guardian members, a classified staff member, and the school principal, with input as needed from the school community. In subsequent years, the make-up of the Bilingual Advisory Board will be reevaluated on a yearly basis.

Section 2 – Term of Office

All members of the Bilingual Advisory Board shall serve for a two-year terms. However, in order to achieve staggered membership, half of the committee members shall serve for a one-year term during the first year of the Board's inception with the exception of the principal, and the certificated staff member. After the first year of the Board's existence, all terms shall be two years in length.

Elections will be held during the Spring Open House, a school-wide event at the end of the school year. Parents and community members will be given advance notice of Board openings and the upcoming election. Prior notice of the list of candidates and election details will also be given.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Board. Absentee ballots shall not be permitted. A member may designate a proxy in writing. That vote will be for the designated meeting only. An abstention will be counted as a “no” vote.

Section 4 – Termination of Membership

A member shall no longer hold membership should he or she cease to meet the membership requirements under which they were selected. Membership may terminate for any member who is absent from regular meetings for a period of three consecutive meetings. The Board, by affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 5 – Transfer of Membership

Membership on the Bilingual Advisory Board is not transferable or assignable.

Section 6 – Resignation

Any member may resign by filing a written resignation with the Bilingual Advisory Board.

Section 7 – Vacancy

Any vacancy of the Board shall be filled for the remainder of the term by appointment of the Board. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV

Officers

Section 1 – Officers

The officers of the Bilingual Advisory Committee shall be chairperson, vice-chairperson, secretary and treasurer and such other officers as the Bilingual Advisory Board may deem desirable. The chairperson will be the school leader and the secretary shall be the classified staff member/ school office manager.

Section 2 – Election and Term of Office

The officers of the Bilingual Advisory Board shall be elected annually at the first fall meeting and shall serve for one year or until each successor has been elected with the exception of the chairperson and the secretary.

Section 3 – Removal

Any officer may be removed by a two-thirds vote of all members sitting on the Board whenever, in the judgment of the Board, the best interests of the Board would be served thereby.

Section 4 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the Board for the unexpired portion of the term.

Section 5 - Chairperson

The principal shall be the designated chairperson. The chairperson shall reside at all meetings of the Board and may sign letters, reports, and other communication of the Board. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the Board from time to time.

Section 6 - Vice-Chairperson

The vice chairperson will be appointed by the chairperson. The duties of the vice chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the Board.

Section 7 - Secretary

The secretary will be the CCLA Office Manager or a designated classified staff member. The secretary shall keep the minutes of the meetings, both regular and special, of the Board and shall promptly transmit to each of the members, to the school district, and to such other persons as the Board may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Board records; keep a register of the address and phone number of each member of the Board which shall be furnished to the secretary by each member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the Bilingual Advisory Board. The minute's binder shall be kept in the school administrative office.

Section 8 – Treasurer

The secretary and chairperson will act as the treasurer.

ARTICLE V

Committees

Section 1 – Standing and Special Committees

The Bilingual Advisory Board may, from time to time, establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the Parent Advisory Board.

Section 2 – Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the Bilingual Advisory Board shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof. The exception to this rule would be for the principal, and office manager or designated classified staff member whose positions on the board will be ongoing.

Section 3 – Rules

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Bilingual Advisory Board.

Section 4 – Quorum

Unless otherwise provided in the decision of the Bilingual Advisory Board designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5 – Vacancy

A vacancy in the membership of any committee may be filled by a majority vote of the Board.

ARTICLE VI

Meetings of the Parent Advisory Board

Section 1 – Regular Meetings

The Bilingual Advisory Board shall meet during the school year. The BAB will decide how often they meet, the dates and time will be determined annually at the first fall meeting.

Section 2 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the Bilingual Advisory Board.

Section 3 – Place of Meetings

The Bilingual Advisory Board shall hold its regular monthly meeting in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 – Decisions of the Bilingual Advisory Board

All decisions of the Bilingual Advisory Board shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Any abstentions will be counted as “no” votes. Section 5 – Quorum

The presence of 50% + 1 of the total membership shall be required to constitute a quorum necessary for the transaction of the business of the Bilingual Advisory Board.

When a quorum is not present at an officially scheduled meeting of the Board, those present may proceed with the normal business of that meeting, as prescribed by an adopted agenda, with the

understanding that all business must first be ratified by the number of members necessary to form a quorum, and that these members shall be contacted by phone by the chairperson or his designee, either during or immediately following the adjournment of the meeting for any immediate action items, otherwise all items will be ratified by a quorum present at the next regularly scheduled meeting.

Section 6 – Conduct of Meetings

All regular and scheduled meetings of the Bilingual Advisory Board shall be conducted as modified by the Board. The BAB will follow the Brown Act.

Section 7 – Meetings Open to the Public

All regular meetings of the Bilingual Advisory Board shall be open at all times to the public.

ARTICLE VII

Amendment

These bylaws may be amended at any regular meeting by a two-thirds vote of the Bilingual Advisory Board membership.

ELEMENT E—STAFF QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Education Code 47605(b)(5)(E)

Santa Rosa City Schools will serve as the chartering agency for CCLA, and the recruitment and selection of new staff will be done according to the District protocol as outlined in the contract with the Santa Rosa Teachers’ Association. The teachers at the CCLA will be assured of placement on the salary schedule, benefits, and seniority advantages of employment as if they were teaching in a regular District school. The teachers at CCLA will follow the same evaluation process as the district.

CCLA will be staffed by highly trained, committed, fully bilingual and biliterate, and multicultural teachers. This is essential to the school’s vision that all students will experience high academic achievement, be happy, successful members of a community, and be able to speak, read, and write fluently in both English and Spanish.

The teachers will:

- Have a valid teaching credential, be biliterate in English and Spanish, and possess a BCLAD. Bilingual teachers who do not possess a BCLAD will be working towards passing the BCLAD exam. Determination of bilingual & biliteracy skills is determined

through the bilingual interview process, including a lesson taught in Spanish as well as a Spanish writing sample.

- Work towards District sponsored GLAD certification.
- Teachers in grades 4-8 will work towards site sponsored AVID certification.
- Have experience in second language acquisition theory and methodology.
- Be knowledgeable regarding the components of a balanced literacy program and appropriate instructional strategies.
- Be willing to work collaboratively with parents in the classroom and community.
- Show enthusiasm for the collaboration with other teachers at classroom and school levels.
- Be willing to attend pre-service and on-going in-service, and engage in continuous reflection on the goals and methods of education.
- Be willing to participate in professional development pertinent to two-way immersion practices including at least one visit to another school with exemplary practices in English learner or two-way immersion practices.
- Be willing to participate in district provided GLAD training and certification.
- Be willing to participate in site provided AVID training and certification (grades 4-8).
- Develop and maintain a stimulating and nurturing program, and create an environment that meets students' individual and group needs.
- Develop curriculum within the guidelines established by the Common Core Standards and the school's Education Plan.
- Be responsible for student assessment and participate and lead extracurricular activities.
- Model and promote positive interpersonal communication and problem solving skills.
- Attend staff meetings.

ELEMENT F—HEALTH AND SAFETY OF PUPILS AND STAFF

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

The procedures of the CCLA to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-charter schools in the District. Such procedures will include requirements as set forth in applicable sections of California Education Code and as described in the Charter Schools Act.

ELEMENT G—RACIAL, ETHNIC & LANGUAGE BALANCE

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

CCLA has an open enrollment policy with the goal of attracting a population of students that is representative of the ethnic and/or socioeconomic demographics of both the District's population and the local area. A student and family body that reflects the diversity of the Santa Rosa City Schools is critical to instill in students the skills necessary for lifelong participation in a democratic society. CCLA will actively work to create and maintain a healthy demographic balance. Initially, these efforts will focus on conducting recruitment activities throughout the community and outreach to all student populations, specifically English Learners, and/or socioeconomically disadvantaged students.

The target is for each kindergarten class to be comprised of approximately 45% English-only students, 45% English learner (Spanish) , and 10% bilingual (English and Spanish). These targets are necessary for the two-way bilingual immersion model. The goal is to maintain a linguistic balance in each class so students will have social and linguistic role models that will support bilingual and biliterate goals.

Outreach:

The means by which this linguistic balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians. Outreach will consist of parent information nights, public service announcements, fliers, and attending events within the community to promote the school

As a public charter school in the state of California, we must also comply with the state laws governing admissions of charter schools.

Therefore

- The school is committed to actively recruiting families and students dedicated to carrying forth the mission and vision of the school.
- The school welcomes all applications and does not discriminate on the basis of race, gender, ethnicity, national origin, sexuality, or income in its admissions policy and procedures.
- The school will comply with and enforce all state laws and regulations governing charter schools and admissions to these public institutions.

Furthermore, we will do everything not limited to the actions mentioned above to ensure a student population that reflects the rich diversity of the school district.

ELEMENT H – ADMISSION REQUIREMENTS [PROPOSED]

“Admission requirements, if applicable.” Education Code 47605(b)(5)(H)

Admission shall be open to all pupils who wish to attend the school. Parents/guardians are encouraged to familiarize themselves with, and commit to, the educational program and any parent participation duties set forth in the Charter. Enrollment will be limited only by the capacity of the Charter School in any given year.

Each year, the Charter School shall set its maximum student admission cap. The Charter School shall use the following admissions procedure to determine enrollment:

1. Admission Requirements: In the event that fewer students than the maximum cap apply to attend the school by the deadline for submitting applications (“admissions deadline”), the Charter School shall admit all pupils that apply.
2. Deadline Requirements: Charter School shall only extend the admissions deadline should fewer than the maximum cap apply for admission before the deadline. The Charter School shall only accept applications to admit students after the admissions deadline to reach the maximum cap. After the Charter School receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure set forth in Step 5.
3. Sibling Preferences: In the event that the Charter School receives applications exceeding the maximum cap prior to the close of the admissions deadline, it shall determine which students shall enroll in the school in the following manner:

All siblings of students enrolled at and attending the Charter School at the time of the lottery, or, for all Dependent Charter Schools Serving fewer than nine (9) grade levels (i.e., less than K-8), who were matriculated at the school at any time during the seven (7) school years prior to the school year for which the lottery is being conducted, shall be admitted.

- (i). In the event that, after admitting all applicants under step 3, there are remaining spaces, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), with respect to any remaining applicants.
- (ii). In the event that, in the course of implementing step 3, there are a number of applicants who meet the sibling requirement set forth in step 3 that

exceeds the maximum cap, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to the Charter School.

4. Lottery Procedure: The Charter School shall employ the following lottery procedure to determine admission to the school in the event that the number of applicants exceeds the number of available slots:

- (a) The lottery shall be conducted by District personnel. The District and/or Charter School shall provide all applicants 72 hours written notice of the conduct of the lottery, and also post the time and place of the lottery at the Charter School and District Office. The lottery shall take place at a public facility at the District Office or charter school and shall be made open to the public.
- (b) A slip of paper bearing the name of each applicant shall be placed into a sealed envelope. Each envelope shall be marked on the outside “Free and Reduced Eligible – in District,” “Child of current Charter School employee” and “District Resident.” Envelopes for applicants not falling into any of the above categories shall be marked “Other.”

Each envelope shall be numbered sequentially on the outside, along with the above-identified category, for tracking purposes. No other information, such as the students’ name, shall appear on the envelope.

In-District Applicants whose parents/guardians provide written verification that they are eligible for Free and Reduced lunch under that program’s guidelines shall be designated “Free and Reduced Eligible.” Applicants residing within the boundaries of the Santa Rosa City Schools elementary or high school districts¹ shall be designated “District Resident.” Applicants not meeting any of these three criteria shall be designated as “Other.”

¹ Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School high school district.

In the event that an applicant falls under more than one of the above-identified categories, they shall be designated only in the first category in the order in which they appear above in the first paragraph of Subsection 4(b).

- (c) The District shall place the envelopes into separate containers labeled with each of the categories listed in Step 4(b). The District will then draw envelopes in the following sequential order, and shall repeat the sequence, until all envelopes are drawn:

Draw No. 1:

- (i) Free and Reduced Eligible – in-District: Draw 4 times
- (ii) District Resident: Draw 1 time
- (iii) Child of current Charter School employee: Draw 1 time
- (iv) For Dual-Immersion Charter Schools Only: For a Charter School that offers a dual-immersion language program as part of its Charter, if the Charter School, to optimize the effectiveness of the dual-immersion program, requires a higher proportion of native speakers in the target language to reach a 50/50 ratio of native and non-native speakers, for all students whose parents identify as native speakers, or non-native speakers, as needed, of the target language in their Home Language Survey submitted to their school District (requires submission of completed Home Language Survey with application for admission): Draw 1 time

When all of the envelopes from categories (i) and (iv) are drawn, then, if there are remaining envelopes, then the lottery shall proceed to Draw No. 2:

Draw No. 2:

- (v) Other: Continue drawing 1 time until no envelopes remain.
- (d) District personnel shall then open the envelopes and record in writing the students who have been admitted, and the order in which they were selected, with no reference to the category in which the student fell. District personnel shall then provide the list of the admitted students, in

order of admission, to the District Office, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.

- (e) The District shall take the following steps to protect the confidentiality of all pupil information: 1) During the conduct of the lottery, student names shall not be announced at any time, but, upon selection, shall be immediately recorded on the written log pursuant to Step 4(d) ; 2) Once the lottery has been completed, the student name slips and envelopes created pursuant to Step 4(b) shall be destroyed, and the list of students in order of admission created pursuant to Step 4(d) shall be retained; and 3) by the end of the next business day following the lottery, the District shall post an alphabetized list of admitted students at the District Office and at the administrative offices of the Charter School, with no reference to the category in which the student fell or order of selection.

5. Wait List:

- (a) In the event that the maximum cap is reached without use of the lottery, subsequent applications from unadmitted students under Step 2 shall be placed on a waitlist in the order in which their applications were received, starting with applications received in the first enrollment window (*i.e.*, before the deadline for applying for admission.)
- (b) In the event that there are applicants remaining after the conduct of the lottery in Step 4, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn under the process set forth in Step 4(c).
- (c) District personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to the District Office, with a signature certifying that the waitlist is accurate to the best of their knowledge.
- (d) To the extent that openings occur at the Charter School during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the wait list.

ELEMENT I—FINANCIAL AUDIT

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

The financial audit(s) of the CCLA is accomplished as part of the total District audit, and financial oversight is provided through Business Services and the Accounting Office of Santa Rosa City Schools (SRCS). The additional fees for Charter School audits is be paid with funds generated by the Charter School average daily attendance.

Budget reports are submitted to the SRCS Board of Education as follows: a preliminary budget on or before July 1 each year; an interim financial report, reflecting changes through October 31, on or before December 15 each year; a second interim financial report, reflecting changes through January 31, on or before March 15 of each year; and a final unaudited, financial report for the full prior year on or before September 15 each year.

ELEMENT J—PROCEDURES FOR SUSPENSION AND EXPULSION

“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 schooldays 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).

" Education Code 47605(b)(5)(J)

All District rules/processes concerning suspension or expulsion pertain to the Charter School in the same manner as for the non-charter schools of the District. The school community will adopt the BEST program as the foundational behavior plan.

ELEMENT K—RETIREMENT SYSTEMS FOR STAFF MEMBERS

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

Retirement provisions for staff members who serve CCLA students are identical to those for staff members in the non-charter schools of the District.

ELEMENT L—PUBLIC SCHOOL ALTERNATIVES

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

Enrollment in the CCLA is based upon parental request and the enrollment process referenced above. No student will otherwise be assigned to the Charter School. Establishment of this charter school will not affect the Public School Alternatives for other students.

ELEMENT M—EMPLOYEE RIGHTS

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

Except as otherwise agreed to by the exclusive representatives, transfer and assignment provisions of the collectively bargained contracts will pertain to the Charter School in the same manner as for the non-charter schools of the District. No staff member will be assigned to the Charter School except by his/her request for a transfer and/or through a formal application process.

ELEMENT N—DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code 47605(b) (5)(N)

The purpose of the dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and District unnecessarily. School community includes students, parents, teachers, applicant families, volunteers, advisors, community members’ partners and collaborators.

The BAB will review the dispute and resolution process each year. Procedures will be fair, specific, and supported by the school community. In the event of a dispute, concerned persons will follow these steps:

Make an appointment with the teacher or person whose area of responsibility the issue involves, or the person directly involved in the issue.

Make an appointment with the principal, if the meeting does not resolve the issue. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.

Should the issue still not be resolved, the individual(s) bringing the complaint will have the right to file a complaint with the office of the Superintendent of SRCS. Ultimately, the Board of Education of Santa Rosa City Schools retains the final decision right concerning any such dispute.

All CCLA faculty, staff, administrators, parents, applicant families and BAB members will sign a pledge to resolve disputes via this dispute process or its replacement. This means that the individuals will avoid contacting the Board of Education and the School District regarding a conflict at CCLA, until all of the relevant procedures listed above have been exhausted and documented.

ELEMENT O—PROCEDURES FOR CLOSING

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code 47605(b)(5)(P)

Should the Charter close, all remaining assets and liabilities of the organization will be disposed of by the school’s BAB to the District or other appropriate entity, or returned to the state in accordance with the asset disposition provisions of the organization’s bylaws, District Policy, and state law. Assets allowing, administrative staff will be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility. Student records and cumulative files will be forwarded to the schools to which the students transfer or, depending upon circumstance, will be turned over to SRCS District Office. All other student and school records shall be disposed of in a way that will ensure the confidentiality of the records. It shall be the responsibility of the BAB to finalize all closing arrangements. The Executive Director of Fiscal Services for SRCS will ensure that the financial audit of the school’s assets and liabilities is performed.

REQUIRED AFFIRMATION

As the authorized lead petitioner, I Diann Kitamura, hereby certify that the information submitted in this application for a charter for the renewal of the Cesar Chavez Language Academy is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

· The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

· The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

FACILITY MAINTENANCE

47605 (d)(3)(G)

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

As noted above, facility maintenance of the CCLA classrooms will be accomplished through a fee-based arrangement with the District.

BUDGET

The operational budgets called for in Board Policy 0420.4 is attached.

IMPACT ON DISTRICT

Since the CCLA will operate within the Board of Education policy and under District Administrative control, there should be no additional civil liability. The Charter School budgets will be constructed so as to be financially neutral for the District.

BASIC ADMINISTRATIVE SERVICES

Basic administrative services for the SCCLA will be provided by the regular administrative personnel of the site. As needed, ancillary services, e.g., attendance, nurse, counseling, special education, telephone, duplication services, technology support, custodial support, etc. will be provided to the Charter School through the District Office. In addition, any other centralized administrative services which are provided to non-charter schools in the District will also be provided, as appropriate, to the CCLA.

Funds generated by the CCLA average daily attendance will compensate the District for both site level and District level administrative services.