

Twin Rivers Unified School District  
Creative Connections Arts Academy  
A Visual and Performing Arts Integration K-12 Charter School  
Revised April 15, 2016



A Charter School Application to Renew Charter

Renewal Charter Petition

In accordance with California Education Code Section 47600 et. seq., CCAA petitions the Twin Rivers Unified School District for renewal of its charter for a term of five school years ending on June 30, 2021.

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## Executive Summary

Creative Connections Arts Academy provides learning experiences for K-12 students who value the visual and performing arts. CCAA provides a challenging academic curriculum, educational experiences outside the school, and a caring, tolerant, cooperative community to foster a balanced education for the “whole child.” By every measure, this philosophy has achieved fantastic results for the students who attend CCAA since its opening in 2005.

To continue this success, CCAA is seeking a renewal of its charter. The 2015 renewal writing team is comprised of parents, teachers, administrators, and other staff. The team was tasked with addressing the required 16 elements provided by CDE and TRUSD while incorporating language from the most recent CCAA petition. The resulting document, this application for charter renewal, also includes the most recent data, demographic statistics, information about the school’s WASC accreditation, and more.

The revised charter contains historical information from 2004 to 2016, including the formation of high school grade levels, as well as CCAA’s mission and vision statements, which have been updated to align with work completed by staff during the 2014-2015 WASC accreditation process. State assessment data, Common Core State Standards, and a-g requirements were also updated and included.

As a core tenet of the charter’s educational program, the parent participation component of CCAA is an asset that enriches the school and ensures the success of its students. Our field study day program, student community service requirement, and flexible scheduling give students experiences necessary to the education of the whole child.

CCAA strives to include arts as curriculum, arts-enhanced curriculum, and arts-integrated curriculum. Through the school’s partnership with the Kennedy Center, staff strives to increase their knowledge of arts integration using the Kennedy Center’s definition: “Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”

While demonstrating their creativity, students are expected to exhibit a high level of self-discipline and appropriate social behavior. Any student who engages in repeated violations of CCAA’s behavioral or academic expectations is required to attend a meeting with CCAA staff and the student's parents or guardian. CCAA prepares a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Information regarding how CCAA identifies annual goals through LCAP (Local Control Accountability Plan) and SPSA (Site Plan for Student Achievement) and several sections of the California Education Code are included on the advice of TRUSD legal advisors and their analysis of the current charter.

As a dependent charter school of TRUSD, details regarding shared governance are updated, separating the required School Site Council from an Executive Committee. The Executive Committee implements, evaluates, and reviews school policies and procedures. The Executive Committee is responsible for adopting the school budget, deciding the school's curricula, bell schedule, extracurricular activities, and making recommendations to the district about classroom and administration staffing.

Staffing is essential to CCAA's success. As such, CCAA would serve the student body most effectively with one principal to oversee the entire program and two vice principals, one assigned to each campus. To be recommended for hire, certificated and classified job candidates must commit themselves to the school's charter, philosophy, and curricula, and possess knowledge of arts integration or arts skills. Full time arts specialists in music, dance, media, visual arts, and theater are key to implementation of arts goals.

In addition to a written application and its attachments, prospective students must participate in an informational audition. The purpose of the audition is to gather information about each student's interests and skill level for educational planning. If the number of applications exceeds the school's capacity, admissions will be determined by lottery, as required by law.

All CCAA classrooms will be maintained in the same manner as the other existing classrooms in TRUSD. District policies for handling Associated Student Body funds will be followed for fundraising activities that will be run through ASB. Due to the nature of the K-12 charter experiences offered, such as week-long outdoor experiences, traveling, and other field trips, fundraising is more extensive and more frequent than for many non-charter schools in the district. Therefore, funding is run through the CCAA Parent Teacher Organization, which maintains its own insurance and non-profit status.

The arts focus of CCAA, the safe, welcoming atmosphere it provides, and the continuing excellence of the school's students across all measures combine to make it an attractive option for students in TRUSD and across Sacramento and western Placer County.

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## Charter Petition for Renewal

### I. INTRODUCTION

#### The Charter Schools Act

In 1992, the California State Legislature passed the Charter Schools Act creating the vehicle for parent/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, State Superintendent Jack O'Connell reaffirmed the significance of this legislative action by recognizing California charter schools for "the dedicated service they provide to our youth and public school system." In this Certificate of Recognition, State Superintendent O'Connell boldly reiterated the success of California's charter schools, as they have, among other things:

- Improved pupil learning.
- Encouraged the use of different and innovative teaching methods.
- Provided parent/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Shown accountability in meeting measurable pupil outcomes.
- Provided vigorous competition within the public school system to stimulate continual improvements in the Sacramento area community.

#### Background

As part of the Twin Rivers Unified School District (TRUSD) annual survey, parents are asked what type of learning programs their students would benefit from. In a 2004 survey, community parents overwhelmingly indicated that a visual and performing arts charter school was a need for students and their families.

Receiving and responding to input from the community, a task force of staff, parents, and community members was formed to begin research and development of a charter petition for a charter school emphasizing the visual and performing arts. All of the staff members of that committee had visual and performing arts backgrounds or experience as members of the charter school. Parent members of the committee represented different schools across the district.

In 2009, after TRUSD was formed, work began on expanding the school's original K-8 program to a K-12 program. A committee of parents and staff was created to formulate the plan of using Don Julio Junior High on Walerga Road as the 7-12 campus. Town hall-style meetings were held to address parent concerns and the school opened grades 7-10 in August 2010. CCAA's first graduating class was the class of 2013. After three graduating classes, the school has a 100% graduation rate as of 2015.

## II. AFFIRMATIONS

Creative Connections Arts Academy (CCAA) is committed to the following:

- CCAA will meet all statewide standards and conduct the student assessments required pursuant to Education Code Sections 60605 and 60851, as well as any other statewide standards authorized in statute and student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- CCAA will continually strive for a healthy, collaborative, synergistic relationship with the district and surrounding districts.
- CCAA will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CCAA will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- CCAA will admit all students who wish to attend the school and who submit an application, unless the 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 provided in Education Code Section 47605(d)(2), admission to the school will 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 will be extended only in accordance with Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the school in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- If a pupil is expelled or leaves CCAA without graduating or completing the school year for any reason, CCAA will notify the superintendent of the school district of the pupil's last known address within 30 days and will, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- CCAA will not discriminate on the basis of the characteristics listed in Section 220, which includes 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)]
- CCAA will comply with all provisions of federal law related to students with disabilities, including the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).
- CCAA will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]



- CCAA will ensure that teachers at the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- CCAA will at all times maintain all necessary and appropriate insurance coverage.
- CCAA will comply with all other federal, state, and local laws and regulations that apply to the school, including, but not limited to the:
  - Elementary and Secondary Education Act (ESEA).
  - Public Records Act.
  - Federal Educational Privacy Rights Act (FERPA).
  - Ralph M. Brown Act.
  - Laws establishing the minimum number of minutes of instruction for the appropriate grade levels.
  - Laws requiring maintenance of written records that document all pupil attendance and making those records available for audit and inspection.
  - Laws related to the minimum and maximum age for public school enrollment.

### **III. Element 1 – Educational Program**

#### **1A. Target Population**

Creative Connections Arts Academy (CCAA) includes students who are enthusiastic about the arts and are willing to look at things creatively. CCAA students are from Sacramento County and surrounding communities with families who commute from inside and outside the TRUSD attendance area. This large geographic region includes all ethnic, socioeconomic, gender identity, and racial identity groups and helps ensure participation by all members of society. Enrollment is monitored and reported to the district each year through the CBEDS process.

In the autumn of 2015, approximately 272 students are enrolled in grades 7-12 at the Walerga Campus and approximately 385 students are enrolled in grades K-6 at the Arutas campus. The school's program includes Common Core Standards-based general education that fosters arts integration and visual and performing arts performance opportunities as evidenced by several constructivist approaches and performances.

CCAA's K-6 program offers exploratory class opportunities for sequential arts-based instruction. The high school program has been awarded a six-year WASC accreditation and is exploring additional intercession and 7-12 arts integration programs. CCAA strives to provide a safe community that nurtures the whole child with strong parental involvement K-12. The school provides a unique setting where parents are intimately involved in the learning.

#### **1B. Mission Statement**

CCAA's mission statement, as expressed in the original charter is:

"Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action."

In conjunction with the WASC process, CCAA updated the school's vision statement to: "Creative Connections Arts Academy is a safe environment where we support lifelong learning in a creative arts-based community."

CCAA offers an innovative school environment that fosters imaginative learning. The school serves as a catalyst for a high-level performance in academics and arts while addressing the California state frameworks and the National Core Arts and Common Core State standards. The environment is designed to identify, nurture, and develop each child's special talents and intelligences.

The school provides the learning opportunities and experiences needed to enable each student to become a critical thinker, problem solver, and responsible citizen as he or she develops an appreciation of the arts.

In addition, CCAA feels that a successful student in the 21st century will do all of the following:

- Use the arts as a lens to see the world.
- Use critical thinking and problem solving skills.
- Show self-motivation and self-discipline.
- Work cooperatively, while showing flexibility and adaptability.
- Communicate well with others in a variety of ways.
- Use technology as a tool.
- Have been exposed to and tolerant of a wide variety of cultures and ideas.
- Care about the community around them.

CCAA believes that learning best occurs in a safe environment where all participants (students, teachers, and parents) feel respected and acknowledged. Different learning modalities, developmentally-appropriate instruction, integrated and meaningful activities that address the multiple intelligences of the students are embedded in daily instructional activities. Participants value the process of learning as well as the end product. The focus is on thinking, accessing information, and communicating knowledge in a variety of ways. To maximize learning, the charter believes in low adult-student ratios, flexible scheduling, and student centered activities integrated with the arts.

The goals of CCAA are:

- To encourage students to be self-motivated, self-disciplined, and lifelong learners.
- To create a climate where students master skills and knowledge, create art, respect quality, and are committed to excellence.
- To foster open communication between students, parents, and teachers.
- To provide experiences that will develop the “whole child” academically, socially-emotionally, culturally, and physically.
- To prepare high school students for careers in the arts field through the Career Technology Pathways Program.
- To expose families to the visual and performing arts from a wide range of cultures.

### 1C. Instructional Design

The framework for CCAA’s instructional design includes the following key aspects:

- The arts are essential to the curriculum both as a means of accessing, understanding, and adding depth to academic studies and as a separate core area of study which would address the needs of students at varying abilities and educate the “whole” child
- Activities that engage families in the education of their children.
- A school-wide social curriculum emphasizing character traits, tolerance, non-violent communication, and conflict resolution methods.
- Flexible scheduling, outdoor field studies, and off campus experiences, directly supported by parental involvement, extend academic opportunities.
- Reinforcing the connection to the community through volunteer service and involvement with the business sector.

The use of flexible scheduling, extended academic opportunities, low teacher-to-student ratios, and parental involvement, as well as the focus on visual and performing arts, benefits all students.

In attempting to educate the “whole child” of the 21st century, CCAA believes that when students engage in the arts they have the opportunity to be smart in different ways. The arts – music, dance, theater, media, and visual arts – are critical to the complete education of the whole child. The performing and fine arts encourage each individual to work in a creative and collaborative way while developing independent and critical thinking skills. The arts create a climate of high expectations, respect for quality, and a commitment to excellence.

Educating the whole child is achieved through providing students the opportunity to view their world from many perspectives. Artistic activities allow the child to experience the world through a multitude of lenses. Students make comparisons about and examine the world through the visual and performing arts, creating a deeper meaning and a complex view of the world. Such a view fosters an appreciation of diverse cultures.

The 21st century student should exhibit respect for their own beliefs and skills as well as the beliefs and skills of others. Students acquire this respect as active participants of a caring community. Parents, students, teachers, and staff collaborate and share the responsibility for governing the school, creating an environment that promotes teamwork, cooperation, helpfulness, and compassion. This spirit of community also extends beyond the school grounds, out into the larger social community. In service to the larger community, CCAA is the facilitator of the arts, enriching the community with dance, theater, performances, and exhibitions. It is a place for seasoned artists to mentor and assist young artists in learning their craft, furthering the vision of arts-based education.

All students with an interest in the arts have an opportunity to enroll in CCAA without regard to their ethnic, socioeconomic, gender identity, or racial identity. CCAA seeks highly motivated students who strive to become lifelong balanced learners.

Based on the original high school planning committee formed in 2009, CCAA's secondary program strives to provide career and college ready courses designed to address the standards for career ready practice from the California Department of Education. These standards include:

- Teaching students to appropriately use technical skills and academic knowledge.
- Communicating clearly, effectively, and with reason.
- Developing an education and career plan aligned with personal goals.
- Applying technology to enhance productivity.
- Utilizing critical thinking to make sense of problems and persevere in solving them.
- Practicing personal health and understand financial literacy.
- Acting as a responsible citizen in the workplace and the community.
- Modeling integrity, ethical leadership, and effective management.
- Working productively in teams while integrating cultural and global competence.
- Demonstrating creativity and innovation.
- Employing valid and reliable research strategies.
- Understanding the environmental, social, and economic impacts of decisions.

#### 1D. Basic Learning Environment

CCAA started in the fall of 2005 as five classrooms on the Holmes campus on Arutas Drive. The following year, the school expanded to use the entire campus. In 2009, the school expanded again to incorporate the former Don Julio Junior High campus on Walerga. To help seed the secondary culture, grades 7 and 8 were relocated from the Artuas campus and the school added grades 9 and 10 the same year. The following year, to help build the middle school program, 6th grade also moved to Walerga to create a 6-12 campus. In the fall of 2015, 6th grade returned to the Arutas campus, leading to the current learning environment, which is site-based on two campuses, one elementary (grades K-6) and one secondary (grades 7-12). Both campuses are maintained by TRUSD.

The Walerga campus currently has 32 classrooms, four of which are lab spaces, a parent resource center, a library, a band room with optional practice rooms, a piano lab, a dance studio, a gym with locker rooms, a culinary space, counseling offices, administration offices, a health clinic, a kitchen, and a cafeteria. The grounds include

basketball courts, blacktop areas with additional basketball poles, a soccer field, and tennis courts, as well as an agricultural orchard. The site measures 62,697 square feet.

The Arutas campus is a 28,912 square-foot site comprised of 15 classroom spaces, a music room, and a dance room. The site also includes a library, a parent resource center, a performing arts room, a butterfly garden, and a vegetable gardening area. There are three playground areas, one of which is attached to the kindergarten rooms, a soccer field, two baseball diamonds, and a covered BBQ area.

Through the school's field study day program, CCAA students have the opportunity to devise an independent study in the areas of community service, job and career exploration, and field trips. The academic calendar approved annually by TRUSD includes days set aside for our field study day program. Currently three days spread out over the academic year are times for students to design their own meaningful experience and extend the learning environment from the classroom into the home and community.

At least a week before, students receive an "advance preparation" worksheet to help them plan for each field study day. Completed forms are turned in to the homeroom teacher prior to the field study day no matter what the activity is. Students return to class with an accounting of the educational experiences they had which supports our Language Arts curriculum in both writing and presenting. Expectations vary by grade level but should increase each year. The expectation for students is to complete the activity and report within five school days or be listed as truant for attendance purposes. Several teachers use this as part of their writing instruction to build in standards of citing evidence, research and more.

Examples of field study day activities include (but are not limited to): field trips to museums, travel destinations, factories, colleges, farms; job shadowing family members, friends, local community members; and performing community service at previous schools, local food banks, churches, RAFT, etc.

Teachers are expected to work a normal day and to participate in professional development provided by administration, classroom preparation, as well as K-12 staff meetings and articulations.

Furthermore, students at CCAA are expected to complete 15 hours of community service. This experience not only provides a way for students to give back to their community, but also provides a way for students to practice good citizenship and link the outside world with their academic world.

A core tenet of the charter school's educational program is parent participation. Parent participation is an asset that enriches the school and helps ensure the success of its

students. To that end, CCAA strongly encourages families to provide 30 hours of volunteer service during the school year and maintains a list of volunteer opportunities for parents. However, CCAA will not exclude any applicant or student from admission or continued enrollment in the school or school activities whose parents/guardians are unable to fulfill the volunteer service for financial, personal, medical, or other compelling circumstances. CCAA's application packet clearly indicates that a waiver exempting parents from part or all of the volunteer requirement is available for compelling circumstances. CCAA will not accept any payment of cash or in-kind donation in lieu of volunteer hours. Parents who donate money, goods, or services do so at their discretion, not because it is required for continued enrollment.

### 1E. Instructional Approach

CCAA believes that students need a balanced curriculum to be prepared for the 21st century. Such a curriculum is based on Common Core standards, fosters high expectations, and is innovative. Integrating the arts with the curriculum allows students to reach goals while investigating their talents, showcasing their skills, and discovering the world. CCAA enables all pupils to master content standards in all curricular areas including the "core" subjects of English language arts, social studies, science, P.E., and math. In addition, CCAA addresses standards in the arts subjects of music, dance, theater, media, and visual arts.

Staff strives to increase their knowledge of arts integration using the Kennedy Center's definition: "Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both." CCAA strives to address arts as curriculum, arts-enhanced curriculum, and arts-integrated curriculum.

Learning has two goals: the mastery of skills and knowledge and the creation of art. In keeping with these goals, students are involved in hands-on, project-oriented, and project-based learning experiences. As a component of this approach, students act as an integral part of the assessment of learning through self-assessment of their skills, knowledge, process, and products. Students also participate in a variety of competition level arts activities, such as the CETA Middle Stage Fest and the TRUSD Speech Contest, dance festivals, and more. Students perform and showcase our school at a variety of venues as well, such as our TRUSD Festival of the Arts, North Highlands Jubilee Festival, Disneyland Music Festival, and more.

Exploratory arts classes in elementary (currently a one hour period twice a week) and arts electives in secondary are part of weekly instruction (currently a one hour period

five days a week). A goal of CCAA's exploratory and elective classes is to provide a sequential approach to teaching the arts standards. Exploratory arts classes at the elementary level are designed as exploring and investigating the arts while incorporating mentoring with learning arts standards. For example, students would choose to take a Beginning Dance class before taking an Advanced Dance class. Advanced classes would build upon the standards taught in the beginning class. Classes are established based on the staff members' talents and abilities. A list of choices are advertised at the beginning of each grading period and students select which classes they would like to take for that semester; therefore classes are comprised of varying age and ability levels. Elective Courses at the secondary level permits students the element of choice in arts fields while earning high school credits.

To achieve a balanced education, learning includes: direct instruction and independent discovery, individual and cooperative work, artistic expression and academic pursuits, homework and projects, standardized testing, and portfolio assessment.

While demonstrating their creativity, students are expected to exhibit a high level of self-discipline and appropriate social behavior. CCAA fosters an environment where all students feel safe and accepted as they develop into productive, responsible members of society, enabling them to see art in all things.

CCAA encourages and supports all teachers to educate themselves in the use of best practices in curriculum design, instruction, and assessment. CCAA participates in extensive professional development (PD) in the implementation of Common Core strategies both through the district and individually. For example, staff uses time during Professional Learning Community (PLC) time to research areas of need, strategies and more. Other types of PD include workshops from SCOE, The Writing Project, West Ed, and more. All classes incorporate Common Core methodology as applicable in each academic area. PD is provided to instruct teachers in ways to connect the arts to Common Core standards. Rubrics are used by individual teachers in concert with TRUSD to meet more academically challenging Common Core and arts integration expectations. Staff members participate in TR Subject Area Meetings and receive information from TR teachers on special assignment (TOSAs) to keep current on district initiatives, including assessment practices.

Many teachers participate in professional development (PD) designed to integrate the arts into their curriculum. Ongoing PD is regularly pursued to ensure that arts integration is a part of most curricula areas at CCAA, with the objective of providing a more enriching and creative environment through the use of arts integration. Staff takes advantage of PD provided by TRUSD and the TRUSD VAPA department, as well as various conferences from arts organizations. For example, many staff members have received and should continue to pursue PD from the California Arts Educators



Association, California Musical Theater, Kennedy Center, and California Arts Project. PD is offered after school, during district designated non-school days dedicated to PD, during field study days, during weekends and summer months.

Staff and administration meet to review and revise the school's previous schoolwide learner outcomes to make them a more measurable, meaningful vision to guide student expectations. The schoolwide learner expectations are reflective of CCAA's vision and ongoing growth as a more arts-centered, cooperative learning environment.

All courses at CCAA meet the Common Core and California State Standards in all subject areas. Daily learning goals are designed to connect instruction to state standards. All courses integrate Common Core standards into their unit instruction and work closely with the district to create benchmark and quarterly assessments to meet the new Common Core state assessments.

- All academic courses offered are University of California A-G approved. New classes to be offered are in the process of course description reviews through the UC system.
- All science classes use both national and state science standards, including the Next Generation Science Standards.
- All classes use standards-based adopted textbooks, including TRUSD board approved materials at all grade levels.
- All classes use California State Standards-approved supplementary materials which are selected by staff using results from benchmarks and other assessments

All courses at CCAA are taught using Common Core and state standards. Classes are designed to provide students with challenging curriculum that will develop critical thinkers and reflective learners. Classes are focused on creating an integrated curriculum through dance, music, drama, and the visual arts, as well as field study days, where students go out into the community to either take part in community service, explore career options, or take a field trip. Common rubrics are used for field study essays and oral presentations. Teachers are encouraged to create student learning objectives and evaluate the effectiveness of their lessons in meeting the student learning objectives.

CCAA provides learning experiences for K-12 students who value the visual and performing arts. CCAA also provides a challenging academic curriculum, educational experiences outside the school, and a caring, tolerant, cooperative community to foster a balanced education for the "whole child."

## 1F. Identifying and Responding to Needs of Students Above or Below Grade Level

Students are identified as being above and below grade level through teacher observation and use of informal and formal assessments given throughout the year. Staff utilizes adopted curriculum assessments, district benchmarks, and formative assessments to monitor student learning. Quarter/semester or trimester grades also indicate student achievement. Student writing samples and reflections are also used to determine whether students are at, above, or below grade level.

Once students show proficiency in their grade level standards, they have the opportunity to advance their learning through differentiated instruction in the classroom, additional classes with flexible scheduling, and advanced studies in the visual or performing art on which they focus. All students have the opportunity to enroll in Advanced Placement courses in high school according to grade level. Within the classroom, during individual assignments and units, students at different instructional ability levels are offered appropriate challenges and educational opportunities.

Low achieving students have access to additional learning opportunities in order to achieve proficiency in core subject areas. They also benefit from using their most dominant learning styles (often visual or kinesthetic) during the integration of the arts with core curriculum studies. The parental involvement component keeps families focused on the student's academic success, as do parent conferences and an online tracking system and gradebook. Tutoring is available to students before and after school. All students receive a planner which teachers use daily to assist students in keeping track of their assignments.

If a student is unable to maintain a 2.0 grade point average, academic probation status is used to continue to identify and work with students who are struggling academically while providing natural consequences. Articulation meetings are held with staff in which at-risk students are discussed. At the secondary level, homeroom teachers mentor and keep track of academically struggling students to provide another point of contact and motivation. An online program for credit recovery is also available for those who need it.

CCAA has implemented the TRUSD Student Assistance Plan, which documents teacher interventions over time in grades K-6 and in grades 7-12 as needed. This leads to a Student Success Team program for identification and planning for student needs, including academic, emotional, behavioral, and attendance issues. A team of teachers, a health professional, an administrator, the parents, and the students (when appropriate) assemble to discuss the history, strengths, and needs of the individual students. Once information is gathered, an action plan is developed to remediate the student's needs.

Strategies to help the student become successful at school are implemented and monitored for progress. Strategies using a tiered response to intervention and student success are also implemented when needed.

### 1G. Meeting Needs of English Language Learners

Federal laws require charter schools, like public schools, to meet the needs of English Language Learners (ELL) by helping them gain English proficiency and make progress in all academic subjects. CCAA fully complies with all items related to the English Learner Department of TRUSD. Students are initially identified through the home language survey and district testing. Each year students are retested to assess their readiness for reclassification. All teachers possess an appropriate certification or authorization for English Language Development, which includes specially designed academic instruction delivered in English (SDAIE), or content instruction delivered in the primary language when required. Teachers are monitored by administration for the use of SDAIE strategies and related student achievement through classroom observation, curriculum based assessment results, and lesson plan review. At the K-6 level, the program Imagine Learning is used to systemically address ELL students at their instructional levels. EL students are given a license at entry to CCAA and use the program approximately 30 minutes per day in addition to teacher instruction. Teachers also include in their lesson plans how their needs are being addressed with special vocabulary and comprehension specifically to scaffold for their success.

Other intervention tools and extra intervention time are implemented to support the school's ELL population. At the secondary level, students are offered elective classes that provide extra support in all core classes, additional English instruction, and preparation for college and careers. For example, the Drama Elective Class incorporates English language acquisition strategies and additional support for our ELL population. CCAA also provides before and after school tutoring.

Having parent conferences, engaging in staff articulation meetings, and holding students to high standards help ELL students meet high academic expectations. During the classroom day, differentiated instruction occurs frequently based on current assessments. A designated teacher attends district-led professional development and meetings, after which he or she provides staff training and leads discussions concerning ELL needs. The school measures the academic achievement of English learner students with tools including state standardized testing, district benchmark assessments, and achievement of annual measurable academic outcomes (AMAOs).

As a way to address the needs of the ELL population and communicate high expectations for them, and to comply with the law, CCAA has an English Learner

Advisory Committee (ELAC). The committee provides input to the School Site Council and suggests ways to meet the needs of English learners.

Number and Percent of Students Redesignated to FEP				
	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
2014-15	637	53 (8.3 %)	51 (8.0 %)	0 (0.0 %)
2013-14	648	44 (6.8 %)	56 (8.6 %)	4 (10.8 %)
2012-13	631	34 (5.4 %)	63 (10.0 %)	4 (13.8 %)

#### 1H. Meeting Needs of Special Education Students

The charter school is deemed to be a public school of TRUSD for the purposes of special education pursuant to Education Code (section 47641(b)) and shall participate in state and federal funding in the same manner as any other public school of TRUSD. Further, a child with disabilities attending CCAA shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of TRUSD. However, CCAA does not have Special Day Classes (SDC), Emotionally Disturbed (ED), or Orthopedic Impairment (OI) programs on campus. The district shall ensure that all children with disabilities enrolled at CCAA receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities in Education Act (IDEA). CCAA shall comply with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).

The process used to identify students who qualify for special education programs and services follows TRUSD Board Policy, administrative regulations and procedures to ensure special education students are served through a sound educational plan which aligns with the core educational process. General education staff meets regularly with special education staff to align the special education plan with the core educational plan. Currently, two full time Resource Specialist teachers are provided by the district to support students receiving special education services in the classroom. A variety of strategies are used including but not limited to actively monitoring within the classroom and working one on one with students in the RSP room.

The process used to identify students who qualify for special education programs and services is described in the Twin Rivers Special Education Procedure Manual under Chapter 3 –Referral. *“A student may be referred for evaluation at any time by the student’s parent/guardian, guardian or foster parent/guardian, teacher or other service provider. A*

*referral for special education programs and services is generally made after all relevant general education resources have been explored and, where appropriate, implemented. Best practice is to utilize the school site's Student Assistance Plan (SAP) (Elementary) and the Student Study Team (SST) (Secondary) Process prior to making the referral."*

As with all CCAA students, the school's philosophy emphasizing parent involvement, arts integration, and arts-enhanced learning contributes to the success of special education students.

Special education students are held to the same high expectations as general education students. CCAA staff have a responsibility to and works with TRUSD and the RSP staff to ensure that each student's special education needs are monitored and met as outlined in a student's individualized education program (IEP) and in accordance with applicable laws. Modifications and accommodations are made to allow access to curriculum through extra time, reduced assignments, use of daily planners, use of School Loop, frequent parent communication among others.

Applications of interested students currently holding an IEP are reviewed by CCAA to determine that the family is committed to the philosophy of CCAA and also reviewed by TRUSD Special Education Department. CCAA complies with Twin Rivers Special Education Procedure Manual Chapter 8 – Placement Options and offers services based on the IEP in the Least Restrictive Environment, providing a Free and Appropriate Public Education (FAPE). Services for students qualified under special education are specified in the IEP with set goals aligned to California Content Standards. These goals evidence high expectations within the charter school environment and educational program to meet the needs of special education students and maximize potential growth in social, emotional, and academic areas. Applications will inquire regarding special services the student has received or if the parent had previously withdrawn permission for services in prior district in the past, including Title 1, English Learner, special education, etc. Falsification of information on the application will result in disenrollment from the charter school.

## 1I. Annual Goals for All Pupils

CCAA, through the LCAP (Local Control Accountability Plan) and SPSA (Single Plan for Student Achievement) processes, identifies annual goals and areas of increased proficiency. CAASP scores, CELDT scores, ELL reclassification rates, API baseline data, CAHSEE proficiency (prior to Fall 2015), graduation rates, and course enrollment in CTE pathways, AP classes, and A-G courses are used to determine goals. All subgroups are addressed through this process.

Pursuant to California Education Code section 47605(b)(5)(A)(ii), and no later than July 1, 2014, and by July 1 of each subsequent school year during the term of this charter, CCAA shall provide to the district a description of the school's annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities (as described in Education Code Section 52060(d)) that apply for the grade levels served, or the nature of the program operated, by the school, and specific annual actions to achieve those goals. CCAA may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

The goals contained in the table on the following few pages shall apply for the 2016-17 school year.

## Charter School Annual Goals and Actions to Achieve State Priorities

### **State Priority #1.** Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).

#### **Annual Goals to Achieve Priority #1**

- The district and the school will ensure all core teachers possess appropriate credentials as defined by law.
- CCAA will select instructional materials approved by Twin Rivers USD Board of Trustees for core classes .
- CCAA will ensure facilities provide an environment that facilitates learning.

#### **Actions to Achieve Annual Goals**

- Pre-employment qualification reviews.
- Recruitment Strategies.
- Develop and approve master schedule.
- Implement instructional materials adoption cycle and finalize a curriculum matrix.
- Allocate sufficient resources to instructional materials budget.
- CCAA will adhere to all codes, regulations, and district policies, except where those district policies conflict with the educational philosophy of the school or as otherwise stated in this charter.
- CCAA will maintain its School Safety and Emergency Preparedness Plan.

**State Priority #2.** Implementation of Common Core State Standards  
Implementation of Common Core State Standards (CCSS) for all students including EL students to gain academic content knowledge and English language proficiency.

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> <li>- English language arts and mathematics courses will be aligned to CCSS.</li> <li>- History/Social Science and Science will address their respective content standards (including NGSS) and will incorporate and support CCSS ELA and Literacy standards in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>- All students, including EL students, will be enrolled in a broad course of study that is aligned to CCSS.</li> <li>- Teachers may be trained and given time to ensure curriculum and lesson plans are aligned to CCSS.</li> <li>- Teachers may submit UbD unit plans, aligned to CCSS.</li> <li>- Teacher evaluations may include assessments for alignment of course curriculum to the CCSS.</li> </ul>



**State Priority #3.** Parental Involvement

Efforts to seek parent input and how the school will promote parent participation.

<b>Annual Goals to Achieve Priority #3</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"><li>- 90% of the Charter School's parents will complete annual parent survey.</li><li>- A parent council will be established and meet regularly.</li><li>- CCAA may conduct a town hall-style forum each semester.</li><li>- Parents will be notified of opportunities to get involved in the school and their student's education.</li><li>- Families will be asked to complete 30 hours of volunteer service.</li></ul>	<ul style="list-style-type: none"><li>- Create and disseminate annual parent survey.</li><li>- Send reminders to parents to complete the survey via multiple modes of home-to-school communication.</li><li>- CCAA will implement effective modes of home-to-school communication to inform parents of town hall forums, parent council meetings, and opportunities for involvement (e.g.: webpage, parent portal message board, automated phone calls, flyers home, email list serves, newsletter, orientation).</li><li>- Opportunities for family volunteer service will be included in enrollment documents, student and parent handbooks, and orientation information.</li><li>- CCAA will maintain a list of current volunteer opportunities which may be published on the school webpage, newsletters, email lists, and hard copy.</li></ul>

**State Priority #4. Student Achievement**

CCAA will measure student achievement by all of the following, as applicable:

1. Statewide assessments.
2. The Academic Performance Index (API, or any successor).
3. Percentage of students who have successfully completed courses that satisfy requirements for entrance into the UC and California State University systems.
4. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT.
5. EL reclassification rate.
6. Percentage of students that have passed advanced placement exams with a score of 3 or higher.
7. Percentage of students that participate in college preparedness pursuant to the Early Assessment Program.

<b>Annual Goals to Achieve Priority #4</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"><li>- CCAA will administer all required statewide.</li><li>- CCAA students and subgroups of students will exceed average performance levels of their peers statewide on statewide assessments.</li><li>- CCAA's ELs will make progress toward English language proficiency at a rate that exceeds average English language proficiency progress of students statewide.</li><li>- CCAA will achieve an EL reclassification rate that appropriately exceeds average statewide reclassification rates.</li></ul>	<ul style="list-style-type: none"><li>- Create and implement a school-wide assessment calendar to ensure all assessment timelines (e.g.: ordering, pre-id files, and communication to parents) are met.</li><li>- Train staff and teachers on administration and proctoring of statewide assessments.</li><li>- Data-driven professional development for staff to reflect on and refine instructional strategies to improve student achievement.</li><li>- Data-driven intervention for students who are performing below grade level.</li><li>- Professional development for staff on GLAD, SEI, and SDAIE strategies.</li><li>- Ensure teachers serving EL students meet or exceed credentialing requirements.</li></ul>

**State Priority #5. Student Engagement**

To be measured by all of the following, as applicable:

1. School attendance rates.
2. Chronic absenteeism rates.
3. Middle school dropout rates (EC §52052.1(a)(3)).
4. High School dropout rates.
5. High school graduation rates.

<b>Annual Goals to Achieve Priority #5</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"><li>- CCAA students will meet or exceed the 98% attendance rate expectation.</li><li>- CCAA will have a middle school dropout rate equal to 0%.</li><li>- High school dropout rates will be lower than Sacramento County and TRUSD rates (15%).</li><li>- High school graduation will meet or exceed Sacramento County and TRUSD rates (88%).</li></ul>	<ul style="list-style-type: none"><li>- Attendance expectations will be articulated in the student handbook and at orientations prior to students enrolling at the school.</li><li>- Attendance protocols will be clearly articulated and communicated to parents in multiple ways.</li><li>- Students who are struggling with attendance will develop an intervention action plan with the principal or designee to resolve the attendance issue.</li><li>- The school will implement an RtI model that promotes early identification and early intervention for middle school students (or any students) who are struggling academically, behaviorally, or with attendance.</li><li>- The principal or designee will develop an intervention action plan with the struggling student to address attendance issues.</li><li>- Promote student involvement in their school community through school events, clubs, enrichment activities, etc. so students feel a sense of connectedness and community.</li></ul>

**State Priority #6.** School Climate

To be measured by all of the following, as applicable:

1. Pupil suspension rates.
2. Pupil expulsion rates.
3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

<b>Annual Goals to Achieve Priority #6</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"><li>- CCAA will maintain pupil suspension rates lower than the district (7.7%).</li><li>- CCAA will maintain lower pupil expulsion rates than the district.</li><li>- CCAA will administer an annual parent survey.</li><li>- CCAA will administer an annual staff survey.</li></ul>	<ul style="list-style-type: none"><li>- Articulate and communicate behavioral expectations to parents and students in student handbook and orientation materials prior to enrollment.</li><li>- Implement an RtI model that promotes early identification and early intervention for struggling students.</li><li>- Implement intervention action plans and develop strategies to rectify behavior.</li><li>- Develop and administer an annual parent survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate.</li><li>- Develop and administer an annual staff survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate.</li></ul>

**State Priority #7. Course Access**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02), and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and others as prescribed by the Board of Trustees. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(k))

<b>Annual Goals to Achieve Priority #7</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"><li>- Develop and adopt Elementary School, Middle School, and High School course catalogs containing course descriptions for a broad course of study.</li><li>- Create and staff a master schedule that allows all students appropriate access to a broad course of study.</li><li>- Develop supplemental instructional supports for EL and special education students, as appropriate.</li></ul>	<ul style="list-style-type: none"><li>- Draft course catalog each spring and submit to the school’s Executive Committee for approval.</li><li>- Master schedule planning begins early each spring to ensure adequate time and resources to accommodate for facilities, staffing, and curriculum needs.</li><li>- Offer intervention and supplemental supports to EL students and special education students (e.g.: speech therapist, resource specialist, and assisted technology).</li></ul>

<b>State Priority #8. Other Student Outcomes</b> Other indicators of student performance in required areas of study will be measured and may include performance on other exams.	
Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals
<ul style="list-style-type: none"> <li>- CCAA will deliver local assessments aligned to CCSS.</li> <li>- CCAA will develop process for evaluating student progress towards arts integration.</li> </ul>	<ul style="list-style-type: none"> <li>- CCAA will participate in TRUSD generated local assessments generated quarterly and each trimester.</li> <li>- CCAA will develop a rubric for evaluating arts integration and arts enhanced education.</li> </ul>

CCAA acknowledges that the TRUSD's Board of Trustees shall consider increases in pupil academic achievement for all groups of pupils served by CCAA as the most important factor in determining whether to grant a charter renewal pursuant to Education Code Section 47607(a)(3)(A). For purposes of meeting this requirement, "all groups of pupils served by CCAA" means a numerically significant pupil subgroup served by CCAA, as defined by Education Code Section 52052(a)(3), pursuant to Education Code Section 47607(a)(3)(B).

On or before July 1, 2014, and each year thereafter, CCAA shall provide TRUSD its Local Control Accountability Plan ("LCAP") in accordance with Education Code Sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those goals as identified in the charter pursuant to Education Code Section 47605(b)(5)(A) or Section 47605.6(b)(5)(A). The LCAP and annual update shall be developed using the template adopted pursuant to Education Code Section 52064 and shall include all of the following:

1. A review of the progress toward the goals included in the charter, an assessment of the effectiveness of the specific actions described in the charter toward achieving the goals, and a description of changes to the specific actions CCAA will make as a result of the review and assessment.
2. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment.

The expenditures identified in the LCAP shall be classified using the California School Accounting Manual pursuant to Section 41010. For purposes of the review required by Education Code Section 47606.5(a), CCAA may consider qualitative information,

including, but not limited to, findings that result from school quality reviews conducted pursuant to Education Code Section 52052 or any other reviews.

To the extent practicable, data reported pursuant to this requirement shall be reported in a manner consistent with how information is reported on a school accountability report card.

CCAA shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

### 1J. Annual Actions to Achieve Goals

Once goals are established using the LCAP and SPSA process, specific actions are outlined by staff and reviewed by the Executive Committee. CCAA provides a rigorous education that:

- Prepares students for higher education and encourages them to become productive members of their communities (e.g., academic interventions, volunteer hours, and field trips).
- Creates meaningful learning experiences that extend intelligence beyond language and logic and allow students to discover their personal talents and appreciate the different talents in other children (e.g., arts integration, arts instruction, arts exposure, and field trips).
- Creates multiple learning opportunities in academic and after-school activities (e.g., field study days, dance company, after school arts enrichment, and field trips).
- Raises the level of reading and math performance across all grade levels (e.g., interventions and voluntary tutoring).
- Instills an awareness in students of the importance of personal responsibility with regard to school behavior, teamwork, and respect for others, as well as goal-setting and reflection (e.g., tribes agreements, assessment, evaluation of data, personal learning plans, and academic counseling).
- Incorporates a variety of instructional strategies that are explicitly connected to learning styles and strengths (e.g., increased arts exposure and field trips).
- Teaches study skills to support students in becoming independent and responsible at an early age (e.g., daily planners).
- Incorporates technology as a tool for composing, conducting research, and analyzing data (e.g., 1:1 technology).
- Enables students to respond critically to a range of art mediums and to be able to express themselves through arts performance.

- Promotes a comprehensive school health and physical education program that develops healthy minds and bodies among the school community (e.g., soccer club, Fit Club, and intramural sports).

#### 1K. Flexible Scheduling

CCAA schedules its bells, academic calendar, number of school days, and instructional minutes as determined by the Executive Committee and TRUSD, in accordance with its educational philosophy and applicable laws. For example, CCAA strives to coordinate daily start and end times between the Kindergarten schedule, the K-6 schedule, the 7-8 schedule and the 9-12 schedule for the sake of our families who have multiple children attending our K-12 charter school across the two campuses. Also, at grades 7-12 a homeroom time period is included in our daily schedule to build community and to provide mentoring and study skill opportunities. During this time staff also plans for team building, rehearsals for grade level performances, class fundraisers, and other rally activities without taking time from academic classes. A commitment to flexible scheduling allows staff to plan field trips and performances that may extend past the normal school day.



#### **IV. Element 2 – Measurable Student Outcomes**

CCAA uses a comprehensive set of benchmarks for student and school outcomes created by TRUSD, that are based on the state and Common Core standards. CCAA will continue to utilize benchmarks that reflect the mission and values of the school as required by law and decided by the Executive Committee. TRUSD personnel created the benchmark assessments using the blueprint for the current state testing, CASPP (California Assessment of Student Performance and Progress).

As evidenced by the school's test results over the years, CCAA's school-wide academic achievement continues to rank among the district's highest achieving schools.

Frequent monitoring of student and school outcomes ensures that the school is an academic success and is achieving all of its overarching goals. To make certain that the school's goal of increased academic achievement for all students is met, student achievement data obtained from benchmark, formative, and standardized assessments are disaggregated in professional learning communities to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English learners, socioeconomically disadvantaged students, and students with disabilities). Assessments are analyzed individually by teachers and in collaborative groups at least twice a month in both formal professional development sessions and ongoing informal discussions in order to target student needs, identify program strengths and gaps, and plan subsequent instruction.

The CCAA faculty utilizes a variety of assessments to measure individual student attainment of state standards, Common Core State Standards, Next Generation Science Standards, National Core Arts Standards, and the objectives of the school's curriculum. Students participate in several assessments each year, including Fountas & Pinnell, the Basic Phonics Skills Test, TRUSD Benchmark assessments, and teacher-made assessments. Official checklists and rubrics from the published curriculum programs play a major role in teachers' determination of student achievement of standards mastery. Informal assessment techniques also play a major role.

In an effort to involve parents and help modify instruction for pupils, CCAA holds meetings with parents in the form of individual parent conferences and principal chats where data is shown and suggestions are taken to increase student achievement. The school's online grading program, SchoolLoop, informs parents of current and ongoing academic progress and encourages two-way communication about student achievement and behavior. The school measures parent involvement in these events by the number of parent-teacher conferences, the percent of parents attending parent-teacher conferences, and sign-in sheets at the types of school-wide events described above.

In all grades, K-12, teachers observe the students engage in a variety of events that include questioning, working with math manipulatives, being able to pronounce specific sound blends, writing skills, reading and producing music, and so on. Teachers observe students as they are engaged in classroom activities and record their behaviors in an anecdotal record. These observations, along with student work samples over a period of time gathered in a portfolio, help guide instruction.

CCAA students acquire the skills and knowledge of visual and performing arts as a result of requirements that students in all grades participate in classes in those subjects. The elementary school students receive instruction in dance and music and also take an arts exploratory class each semester. Junior high and high school students are subject to state arts elective requirements and also take advantage of a variety of arts electives provided by staff and teaching artists. Within those units, the level of participation and effort in mastering arts content standards is evaluated regularly.

Students demonstrate increased critical thinking through their participation in integrated arts units, which increase their understanding of both the arts and the core subject matter. In arts-integrated learning, students demonstrate understanding of content through an art form. The school measures increased participation in the arts community and TRUSD contests. Students leave CCAA as more well-rounded individuals who are successful in future endeavors. Students also leave CCAA with a portfolio of artistic achievement.

## 2C. Academic Performance Index

CCAA will meet its annual Academic Performance Index (API) and Adequate Yearly Progress (AYP) growth targets. However, the API and AYP are currently not applicable. As the new growth targets are created, they will be included by reference.

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	338	854	477	837	486	858	850	849
Black or African American	30	776	61	785	61	819	793	797
American Indian or Alaska Native	2		3		3			
Asian	8		15	886	12	887		
Filipino	1		3		4			
Hispanic or Latino	114	820	161	798	159	832	817	816
Native Hawaiian or Pacific Islander	1		3		4			
White	165	893	207	886	217	887	889	888
Two or More Races	16	825	21	828	26	839	831	832
Socioeconomically Disadvantaged	197	834	285	824	313	839	832	832
English Learners	46	810	62	818	63	818	815	816
Students with Disabilities	23	755	45	725	41	729	736	733

2012-13									
English-Language Arts					Mathematics				
Target 95%					Target 95%				
Met all participation rate criteria? Yes					Met all participation rate criteria? Yes				
GROUPS	Enrollment	Number of Students Tested	Rate	Met 2013 AYP Criteria		Enrollment	Number of Students Tested	Rate	Met 2013 AYP Criteria
	First					First			
	Day of					Day of			
	Testing					Testing			
Schoolwide	430	429	100	Yes		430	429	100	Yes
Black or African American	54	54	100	--		54	54	100	--
American Indian or Alaska Native	4	4	100	--		4	4	100	--
Asian	12	12	100	--		12	12	100	--
Filipino	4	4	100	--		4	4	100	--
Hispanic or Latino	134	133	99	Yes		134	133	99	Yes
Native Hawaiian or Pacific Islander	3	3	100	--		3	3	100	--
White	194	194	100	Yes		194	194	100	Yes
Two or More Races	25	25	100	--		25	25	100	--
Socioeconomically Disadvantaged	277	276	100	Yes		277	276	100	Yes
English Learners	51	51	100	--		51	51	100	--
Students with Disabilities	37	36	98	--		37	36	98	--

	English-Language Arts					Mathematics			
	Target 89.2 %					Target 89.5 %			
	Met all percent proficient rate					Met all percent proficient rate			
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria		Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	422	281	66.6	No		422	299	70.9	Yes
Black or African American	54	29	53.7	--		54	34	63	--
American Indian or Alaska Native	3		--	--		3		--	--
Asian	12	9	75	--		12	9	75	--
Filipino	4		--	--		4		--	--
Hispanic or Latino	132	79	59.8	Yes		132	84	63.6	Yes
Native Hawaiian or Pacific Islander	3		--	--		3		--	--
White	189	141	74.6	No		189	152	80.4	No
Two or More Races	25	15	60	--		25	15	60	--
Socioeconomically Disadvantaged	271	167	61.6	No		271	181	66.8	Yes
English Learners	51	26	51	--		51	31	60.8	--
Students with Disabilities	36	13	36.1	--		36	15	41.7	--

2011-12									
English-Language Arts					Mathematics				
Target 95%					Target 95%				
Met all participation rate criteria? Yes					Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria		Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria
Schoolwide	412	412	100	Yes		412	412	100	Yes
Black or African American	56	56	100	--		56	56	100	--
American Indian or Alaska Native	2	2	100	--		2	2	100	--
Asian	14	14	100	--		14	14	100	--
Filipino	1	1	100	--		1	1	100	--
Hispanic or Latino	134	134	100	Yes		134	134	100	Yes
Native Hawaiian or Pacific Islander	3	3	100	--		3	3	100	--
White	180	180	100	Yes		180	180	100	Yes
Two or More Races	21	21	100	--		21	21	100	--
Socioeconomically Disadvantaged	246	246	100	Yes		246	246	100	Yes
English Learners	53	53	100	--		53	53	100	--
Students with Disabilities	41	41	100	--		41	41	100	--

## 2E and 2F. Exit Outcomes and How They Align to Mission/Curriculum and Assessments

Students leaving CCAA's program are socially, emotionally, and academically prepared for the next grade level. CCAA students are responsible citizens who contribute to the well-being of self and others by being all of the following:

- College and career ready.
- Technologically innovative.
- Able to demonstrate responsible citizenship qualities while functioning in a culturally diverse community and a global society.
- Able to work interdependently toward common goals.
- Able to resolve complex problems.

High school seniors exit as graduates who are ready for college or a career. Exiting students also have an understanding of and competency in visual and performing arts, including a portfolio of work.

## 2H. School-wide Performance Goals Over Time

Dropout percentage: 0%

Graduation rate: 100%

CCAA uses the attendance measurements of TRUSD that track average daily attendance and trancies. The school-wide goal for this measure of attendance is 98%.

CCAA also measures late arrivals and early dismissals. Using these more stringent metrics of whether even one moment of learning time is missed, the school's goal is attendance of 90%.

Students missing attendance targets face graduated sanctions that include parental notification, detention, parent conferences, exclusion from extracurricular activities, and disenrollment. The sanctions are determined by the principal or designee in consultation with the student's teachers. Decisions may be appealed to the Executive Committee.

## 2I. High School Meeting a-g Requirements

CCAA employs a full time head counselor who ensures that all students wishing to attend California colleges or universities have the opportunity to take courses that meet the "a-g requirements." The counselor meets regularly with secondary students and families to present information on the requirements and whether the students are on course to meet these requirements.

The following sequence of high school courses is required by the Academic Senate of the University of California as appropriate for fulfilling the minimum eligibility requirements for admission to the University of California. It also illustrates the minimum level of academic preparation students should achieve in high school to undertake university level work.

The purposes of the "a-g" subject area requirements are to ensure that entering students do all of the following:

- Can participate fully in the first year program at the University in a broad variety of fields of study.
- Have attained the necessary preparation for courses, majors, and programs offered at the University.
- Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies.
- Have attained essential critical thinking and study skills.

**a) History/Social Science – 2 years required.**

Two years of history/ social science, including one year of world history, cultures, and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

**b) English – 4 years required.**

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

**c) Mathematics – 3 years required, 4 years recommended.**

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

**d) Laboratory Science – 2 years required, 3 years recommended.**

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

**e) Language Other than English – 2 years required, 3 years recommended.**

Two years of the same language other than English. Courses should emphasize

speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

**f) Visual and Performing Arts (VPA) – 1 year required.**

A single yearlong approved arts course from a single VAPA discipline: dance, drama/theater, music, or visual art.

**g) College-Preparatory Electives – 1 year required.**

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the "e" requirement or two years of another language).

2J. High School Meeting Graduation and WASC Requirements

1. Complete a minimum of 220 units.
2. Complete the required courses not including electives necessary to complete graduation requirements.
3. Students in grades 9, 10, and 11 shall register for 6 periods a day each semester.
4. State requirements include taking, completing, and passing Algebra 1 or Algebra 1A and Algebra 1B sequence to meet graduation requirements.

Subject	Years	Units
English	4 years	40 units
World History	1 year	10 units
Mathematics	3 years	30 units
Physical Education	2 years	20 units
Health	1 semester	5 units
U.S.History	1 year	10 units

American Government	1 semester	5 units
Economics	1 semester	5 units
Life Science	1 year	10 units
Physical Science	1 year	10 units
Visual and Performing Arts	2 years	20 units
Electives		55 units
<b>Total Units</b>		<b>220 units</b>



## **V. Element 3 – Methods of Measuring Pupil Progress**

Students are assessed in two major formats that, when combined, demonstrate the capabilities of the students. These assessments include on-going assessments and statewide assessments.

### 3A. Ongoing Assessment

All grades are based on a combination of assessments and completed work. Students learn in a number of different ways and thus need a variety of assessment opportunities to exhibit their proficiency in all subject areas. These assessments fall into the three different categories of curriculum embedded assessments, portfolio work, and student performances.

1. Curriculum embedded assessments. Assessment of student work takes place simultaneously during instruction. Group and individual projects, journals, teacher interviews, critiques, observations, research assignments that result in written essays or class presentations, and auditions for roles in dances, plays, and chair positions in bands and orchestra occur when appropriate for the subject area being assessed. Routine instructional tasks also are used as assessments when the teacher and student reflect on the student's achievement of standards or expectations and collaboratively evaluate and score the process and product.
2. Portfolios. Students at all levels keep portfolios of their work in the arts, with thoughtfully selected examples of both the process and the products of their labor. Portfolios include productions, such as pictures, drawings, audiotapes, and videotapes; written reflections; and evidence of the students' understanding of artistic perception, historical and cultural context, and aesthetic valuing. Rubrics written to guide scoring include achievement in all four components. Rubrics are written either by teachers alone or cooperatively with students. Rubrics are also used to communicate to parents about students' progress.
3. Student Performance. Student performances are used as assessments when there is work in progress. The student's progress towards a completed product is important to demonstrate student learning. Student performance provides an opportunity in which to engage parents and community members in discussion and dialogue of arts programs.

### 3B. Statewide Assessments

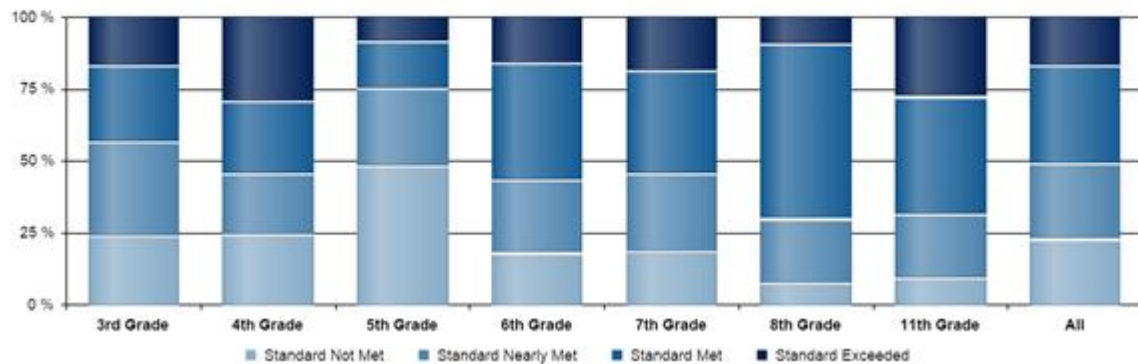
All students take all state assessments including California Assessment of Student Performance and Progress (CAASPP) for grades 3-8 and 11, CELDT (for English

language learners), physical fitness, and any other mandated student tests. Results from these examinations are used to assess student growth toward meeting the California State Content Standards.

CCAA student scores from the 2015 Smarter Balanced Assessment.

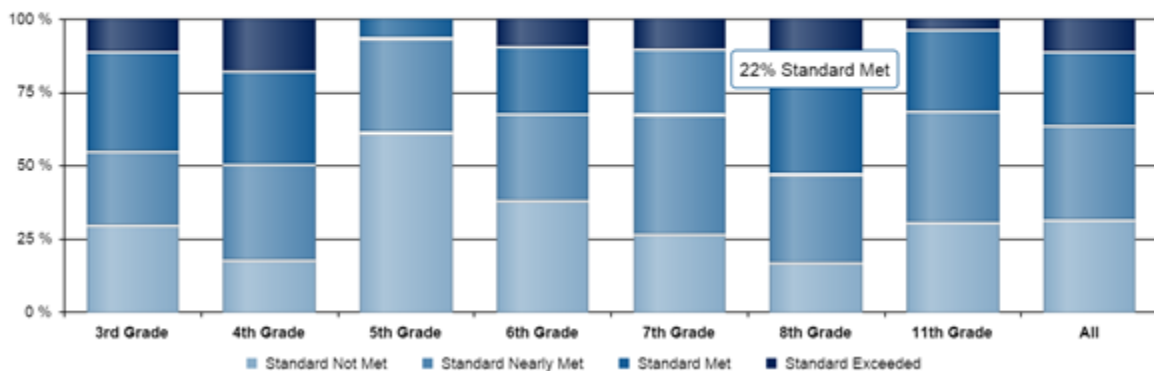
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

Achievement Level Distribution



**SBAC Primary Subgroups**

<b>SBAC ELA CCAA</b>	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Economically Disadvantaged	English Learner	Students with Disability	School-wide
N	10	50	118	6	152	238	25	28	364
Avg. Scale Score	2520.0	2500.6	2507.8	2583.2	2527.7	2509.1	2462.0	2416.8	2518.0
% Exceeded/Met	70	44	43	84	58	45	24	11	52
% Exceeded	10	8	18	17	20	13	4	4	18
% Met	60	36	25	67	38	32	20	7	34
% Nearly Met	30	26	25	17	26	29	32	21	26
% Not Met	0	30	32	0	16	27	44	68	23

<b>SBAC ELA TRUSD</b>	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Economically Disadvantaged	English Learner	Students with Disability	District
N	1,178	2,044	6,068	238	3,003	11,684	3,664	1,695	13,500
Avg. Scale Score	2485.0	2438.0	2458.0	2473.0	2479.0	2458.0	2426.0	2388.0	2463.0
% Exceeded/Met	70	16	23	30	33	23	10	5	26
% Exceeded	10	3	5	6	9	5	1	1	6
% Met	60	13	18	24	24	18	9	4	20
% Nearly Met	30	25	28	28	23	27	26	13	27
% Not Met	0	56	49	16	31	49	63	80	46

<b>SBAC Math CCAA</b>	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Economically Disadvantaged	English Learner	Students with Disability	School-wide
N	10	49	116	6	146	26	25	26	354
Avg. Scale Score	2528.5	2485.7	2496.0	2545.0	2524.8	2429.0	2446.8	2429.0	2512.7
% Exceeded/Met	60	22	26	17	44	19	16	19	36
% Exceeded	30	2	10	17	12	4	4	4	11
% Met	30	20	16	0	32	15	12	15	25
% Nearly Met	30	33	32	83	36	19	32	19	32
% Not Met	10	45	42	0	20	62	52	62	31

<b>SBAC Math TRUSD</b>	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Economically Disadvantaged	English Learner	Students with Disability	District
N	1,777	1,992	6,072	240	2,980	11,664	3,671	1,685	13,477
Avg. Scale Score	2493.0	2431.0	2457.0	2464.0	2483.0	2458.0	2432.0	2384.0	2463.0
% Exceeded/Met	31	11	18	23	29	20	13	6	21
% Exceeded	11	2	5	7	9	6	2	1	6
% Met	20	9	13	16	20	14	11	5	15
% Nearly Met	35	26	31	29	32	31	30	14	30
% Not Met	35	60	49	47	38	49	57	78	47

### 3C. Use and Reporting of Data

CCAA students' progress is consistently assessed throughout each trimester based on the California content standards. Students and their parents are notified about progress in meeting standards, including scores on the CAASPP tests, through a combination of parent teacher conferences, phone calls, and written communication. Notes to parents may be sent at any time during the school term. Conferences may be held at the discretion of the teacher, principal, or upon request by the parent/guardian. Student progress is further assessed based on relative change in attendance and disciplinary referrals. The needs of low performing and special education students in measuring student outcomes are further addressed through the student study team.

## **VI. Element 4 – Governance Structure**

Governance is about people making decisions. CCAA is a “dependent” charter school authorized by TRUSD. TRUSD is governed by the Board of Trustees, which is elected by the community to provide leadership and citizen oversight of TRUSD. While TRUSD is the general administrator for CCAA, the school handles certain administrative decisions independently in accordance with this charter in order to be responsive to the values, beliefs, and priorities of the community and to reflect the educational philosophy outlined in this charter.

As a dependent charter, CCAA functions as a legal arm of the district. All proposed committees and councils are advisory in nature with the final authority residing with the TRUSD Board of Trustees, unless specifically stated or delegated in advance, whether in this charter or separately. Certain policy decisions are critical to implementing the educational philosophy of the school as described in this charter and on these matters the TRUSD Board of Trustees receives and reviews policies adopted by the CCAA Executive Committee. These policies include the following:

- Budgeting the full lump sum and supplemental concentration funding attributable to the school, aside from the amount needed to fund the instructional and VAPA TOSAs (Teachers on Special Assignment) at a personnel level consistent with the lower of the level funded by CCAA in the 2015-2016 fiscal year or the district’s current policy for other schools. The lump sum will continue to be calculated in the same way as for other district schools.
- Selecting CCAA's curriculum purchased out of the school’s budget, instructional methods and strategies, instructional calendars, and bell schedules. These policies shall be aligned with state-mandated academic content standards. The Executive Committee shall at least annually review curriculum and supporting materials within the terms of the charter.
- Recommending amendments to this charter.
- Selecting of student assessment practices beyond those mandated by applicable law.
- Participating in the selection, hiring, evaluation, and retention of all staff as detailed in Chapter VII of this charter.
- Enrollment and disenrollment policies and procedures, to the extent detailed in Chapter X of this charter.
- Student disciplinary procedures to the extent detailed in Chapter XII of this charter.
- Overseeing annual assessment of charter school program based on multiple measures including, but not limited to, parent/family and teacher satisfaction surveys and test scores.

- Advising the District Board through the Superintendent or the Superintendent's designee on any matter affecting the school.
- Ensuring the creation of an annual School Accountability Report Card as required by law.

The TRUSD Board of Trustees and its staff further recognize and abide by the mega waiver described in the Charter Schools Act which clarifies that: "A charter school shall comply with this part [Part 26.8 of Division 4 of Title 2 of the California Education Code, commencing with Section 47610] and all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts," except for those relating to notification of STRS and PERS coverage if offered to employees (Section 47611), the Charter Schools Revolving Loan Fund (Section 41365), laws establishing minimum age for public school attendance, building standards (Part 2 of Title 24 of the California Code of Regulations, as adopted and enforced by the local building enforcement agency), and any other exceptions contained in law.

Thus, the charter is the guidebook followed at CCAA to reach the goals and implement the educational philosophy of the school.

School-level decision-making is a procedure to identify, review, propose, and implement solutions to ensure the integrity and learning environment of the school. At CCAA, the Executive Committee and the principal are responsible for school-level decision-making in accordance to district Board Policy and Administrative Regulations.

The Executive Committee evaluates, implements, and reviews school policies and procedures. The Executive Committee is responsible for adopting a budget for funds allocated to the site, deciding the school's supplemental curricula, making recommendations to the district about classroom and administration staffing, bell schedule, and extracurricular activities. The CCAA Executive Committee is the governing body of the charter school as that term is used in Education Code Section 47633.

The CCAA Executive Committee is comprised of nine members:

- CCAA's principal or the principal's designee.
- Four CCAA employees, including three certificated teachers (at least one from each site) and one classified staff member.
- Four CCAA parents who are not employed by the district.

The teachers and other staff member shall be elected by ballot by the teachers and eligible staff members of the school. Three parents shall be elected by ballot by all the parents of the school and one parent shall be selected by the School Site Council from among its members. The ballot for parent members shall indicate the grade levels of the parent's student enrolled at CCAA.

All elected terms are for one year and members shall hold their seat until the next election or until they are no longer qualified for their seat. The elections shall take place on the same schedule as for the School Site Council, as described below. In the event of a vacancy in the middle of a term, the Executive Committee may appoint a qualified person to the remainder of that term.

The Executive Committee may only act if a quorum is present. A quorum consists of a majority of the Executive Committee's full membership. The Executive Committee shall act on all matters by a public vote, with approval requiring yes votes from a majority of the committee's full membership.

The meetings of the Executive Committee shall be open to the public and held in accordance with the Ralph M. Brown Act, except those portions of meetings where the subject of discussion is legally afforded confidentiality. The Executive Committee shall hear and consider any public comments relevant to the meeting agenda. Agendas with a reasonable description of the items to be acted on and discussed shall be posted at both school sites and made available online at least three business days before the meeting, except where otherwise permitted by the Brown Act. Any materials provided to the Executive Committee members before or during the meeting, as well as approved meeting minutes, shall also be made public.

The Executive Committee may form subcommittees to discuss specific issues and recommend actions to the full committee. Subcommittees are subject to the transparency requirements above. Subcommittees may include public members. All subcommittees are solely advisory in nature.

The Executive Committee shall hold regular meetings at least every six weeks throughout the school year. The Executive Committee may also hold special meetings as needed. At its first meeting, the Executive Committee shall organize itself, electing from its members a chair, a vice chair, a secretary, and any other officers it desires.

The chair, who may not be the principal, is responsible for running the meetings and, in consultation with the principal, setting the meeting agendas. The vice chair is responsible for the chair's duties when the chair is absent. The secretary is responsible for recording detailed minutes of the meeting.

If any member fails to attend three consecutive meetings, the other members may vote to remove that person from the Executive Committee and vacate that member's seat.

Each February, the principal shall present a report to the Executive Committee on the state of the school. The report shall include an update on the school's budget, a report on progress toward the school's academic and other goals, and any other information

the Executive Committee requests. The presentation is an opportunity for the Executive Committee to discuss and update the school's plans.

The School Site Council (SSC) uses the high school model for its composition since CCAA is a K-12 school. The site council will therefore have a minimum of 12 members, of which 50% are school staff, 25% are parents, and 25% are students, as outlined below:

- One principal.
- Five classroom teachers.
- Two other staff.
- Four parents.
- Four students.

The SSC annually reviews and updates the Single Plan for Student Achievement (SPSA). The SSC approves the SPSA, recommends it to the TRUSD Board of Trustees for approval, monitors its implementation, and evaluates the effectiveness of the planned activities at least annually. The SSC shall elect from among its members a chair, a vice chair, and a secretary.

Parent members may nominate themselves or others during the first month of school. An election takes place within two weeks after nominations have closed. Teachers and other staff are nominated and elected during the same period by their peers. The term of office is two years for all elected positions, with all parent offices and teacher offices staggered so that, as far as possible, equal numbers are elected in consecutive years.

The SSC shall annually review its bylaws. The SSC is bound by the same transparency requirements described above for the Executive Committee and those required by law.

The SSC is a decision-making body that oversees the Single Plan for Student Achievement and corresponding categorical budgets. In accordance with the law and CDE guidelines, the SSC shall:

- Measure the effectiveness of improvement strategies at the school.
- Seek input from school advisory committees, including ELAC.
- Reaffirm or revise school goals.
- Revise improvement strategies and expenditures.
- Recommend the approved single plan for student achievement (SPSA) to the TRUSD Board of Trustees.
- Monitor implementation of the SPSA.
- Conduct an annual needs assessment and identify resources to support plan.
- Develop, review, and update the Title 1 parent involvement policy and school-parent compact.
- Development of the Title 1 parent involvement budget.



The SSC is not an advisory body whose advice may be accepted or rejected. Instead, the actions of the SSC constitute the first step in a formal process for developing improvement strategies and for allocating resources to support these efforts.

The SSC shall meet a minimum of six times per year. SSC decisions are made by a simple majority vote.

CCAA's Executive Committee shall at all times and in all respects comply with the Ralph M. Brown Act, the Public Records Act, and all conflict of interest laws generally applicable to the district's Board of Trustees, including but not limited to, Government Code Section 1090 and the Political Reform Act.

## **VII. Element 5 – Qualifications for Employees**

CCAA works with TRUSD procedures and will select staff members (including administrative, instructional, instructional support, and non-instructional support) using a rubric. Additionally, during a required panel interview process which includes current CCAA staff and parents, all potential employees should attempt to be familiar with and ready to make a commitment to CCAA's charter mission and vision before they are hired. Also, potential employees should be able to demonstrate knowledge of or have a background in arts integration or be willing to participate in arts integration training. This would include any employees placed at CCAA due to district initiatives, including but not limited to TOSAs.

Employees are required to meet the same qualifications of, and enjoy all of the same benefits as, other TRUSD employees in similar positions. As such, teachers hold appropriate Commission on Teacher Credentialing certificates, permits, or other equivalent documents which satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act or its successor law. Verification for all employees (classified, certificated, and management) is done in the established manner through TRUSD's Human Resources department.

In order to maintain the integrity of the charter, applicants for positions will make all attempts to measure up to the highest professional standards and agree to do all of the following:

- Support the goals and objectives of the charter and school plan.
- Participate in the site based decision-making process by attending governance and staff meetings and serving on at least one committee.
- Strive to ensure proficiency for all students through consistent arts integration teaching practices and professional collaboration.
- Create a challenging yet supportive school atmosphere that encourages academic achievement by all students.
- Maintain positive classroom discipline using such methods as personal accountability, reflection, Tribes agreements, and class meetings.
- Communicate with parents and administration about any relevant classroom matters and student performance.
- Provide support to other staff members.
- Participate in staff development programs to ensure that all staff have the tools to fulfill the vision of the charter.

All postings for vacant position include a statement indicating that CCAA is a dependent charter school seeking staff who are committed to the school's philosophy

and who are able to devote the extra time and work necessary for CCAA to be successful.

During the application process, certificated or classified candidates will : 1) read the charter; 2) determine if they can accept the responsibility for working towards the charter's outcomes; 3) determine if they can abide by the philosophy, curricula, and goals of the charter; and 4) would be willing to possess or develop arts integration or arts skills knowledge.

TRUSD is considered the employer for purposes of the Educational Employment Relations Act. Teachers are represented by the same collective bargaining unit that represents all other teachers in the TRUSD. Classified employees are represented by the same bargaining unit that represents all other classified employees in TRUSD. All employees of CCAA are employed under the terms of TRUSD's collective bargaining agreements. Evaluation of the staff is conducted following the practices of TRUSD. Background checks on all employees follow standard TRUSD practices. Health and safety procedures will meet TRUSD qualification requirements.

Any TRUSD employee who is assigned to be employed at CCAA retains rights as any other employee who transfers from one school to another school in the TRUSD. Employees participate in STRS, PERS, and/or Social Security, depending upon each individual's eligibility. The Business Office of TRUSD provides necessary administration of these programs.

CCAA follows Board policy and TRUSD guidelines related to all employee salary, benefits, retirement, seniority, and working condition issues, as well as calendars, holidays, work years, vacations, etc. All procedures for labor relations follow TRUSD policy, as does the process for ensuring due process and resolving any grievances or complaints. All CCAA employees are represented by the same bargaining units that represent all other district employees.

CCAA, as a dependent charter school, is staffed by TRUSD employed educators. In essence, CCAA contracts with the Board for teachers and agrees to follow all Board policies related to their employment. At the same time, the Board recognizes that CCAA will work creatively to ensure the following:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

6. Hold the school accountable for meeting measurable pupil outcomes and provide the school with a method to change from rule-based to performance-based accountability systems.
7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Ed. Code Section 47601)

### 5B. Key Positions

As a result of CCAA's growth since its founding in 2005, the school's K-6 students reside on one campus and 7-12 students reside on another. As such, a full time administrator is required at each campus if feasible. CCAA would serve the student body most effectively with one principal to oversee the entire program and two vice principals, one assigned to each campus. Another possibility would include one principal plus two experienced lead teachers, one per site who does not teach in the classroom full time to allow time for administrative duties. This site decision should be reflected in the LCAP.

Knowing that smaller student-to-teacher ratios increase instructional achievement, CCAA strives to maintain class sizes to match those negotiated by our collective bargaining unit. As such, the school's current building capacity allows two classes at each grade level K-6. Secondary grade level staff provide classes that allow students to meet all a-g requirements, and must include a full time counselor who works on both social-emotional, peer relationships in middle school and high school academic and career counseling. Additionally, the school currently has a full time visual/media arts, dance teacher and a full time choral and instrumental music teacher to teach secondary elective arts courses and sequential arts instruction at K-6. A full time K-12 theater arts teacher should be added to round out all of the arts disciplines equally.

Administrators support teachers and classified staff and provide school-wide leadership. They work as professional partners with all staff. Since CCAA operates on two campuses, each with an administrator, these administrators must function as co-leaders. While the vice principals work primarily on the needs of their respective campuses, they must also work in tandem to address school-wide issues that impact all CCAA students, teachers, and school facilities.

CCAA administrators are guided by the charter and by the respective agreements between the various bargaining units and the Board. Many of the traditional administrative duties still exist and have their roots in the negotiated agreements. Duties may include recommending candidates for a position at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff,

disciplining staff, recognizing staff, initiating spending that is described in the school plan, and filing reports.

Administrators are also responsible for coordinating the orderly implementation of the charter and are CCAA's administrative liaisons with TRUSD. Their work includes budget forecasting, purchasing, and accounting, monitoring the budget, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations, in coordination with the Executive Committee.

If an administrative post becomes vacant, new administrators are selected by TRUSD using the process below. This process ensures the selection of the best candidate for the charter:

Step 1: The Executive Committee and TRUSD district staff identifies the criteria for the vacant position. The criteria are forwarded to TRUSD Human Resources. The Executive Committee appoints members, including members from each of the employee groups, and parents of currently enrolled students to participate on the TRUSD interview committee.

Step 2: The top candidates from the TRUSD interview have a callback interview with the Superintendent and his/her cabinet for final consideration. This interview will be administered by TRUSD Human Resources. The callback interview focuses on the candidate's knowledge of the charter, willingness to accept responsibility for working toward the charter's outcomes, willingness to abide by the school's educational philosophy, curricula, and goals of the charter, and willingness to work toward mastering the skills and knowledge necessary to fully implement the charter.

The Executive Committee can provide input to TRUSD yearly outlining the effectiveness of the principal in providing leadership to school, staff and community. This input should include how well the administrator implements and supports the charter.

Creative Connections Arts Academy shall use all centralized services of the District, unless otherwise approved by the District Board.

TRUSD shall have supervisory oversight of CCAA. Such duties may include, but are not limited to, review and renewal of the charter, review and approval of amendments, revocation, and review of annual audits.

## **VIII. Element 6 – Health and Safety**

CCAA complies with all of the provisions of the health, comprehensive school safety plan, and risk management policies of the TRUSD, as the charter school currently occupies the campuses located at 7201 Artuas Drive, North Highlands and 6444 Walerga Road, North Highlands. These include, but are not limited to, all of the following:

- A requirement that each employee of CCAA submit to criminal background check and furnish a criminal record summary as required by Education Code Section 44237, as well as mandatory TB testing required by Education Code Section 49406.
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A policy offering regular health screening for students, including vision and hearing and scoliosis to the extent as would be required of pupils attending a non-charter public school.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace.
- A policy that all current TRUSD practices will be followed by all auxiliary service personnel at the site.
- A requirement that the staff are mandated child abuse reporters and will participate in any training as provided by TRUSD and CCAA. CCAA will also comply with all district policies regarding the fingerprinting and background clearance of contractors and volunteers prior to providing contract services or volunteering involving any unsupervised contact with pupils of the Charter School. The District shall review Department of Justice reports on prospective employees, contractors, and volunteers, and to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1. The principal or designee shall monitor compliance with this policy and report to the district board on an annual basis.

- Volunteers are gladly accepted, but only allowed to work under the direct supervision of current staff members and following accepted volunteer guidelines of TRUSD.

Facilities Location and Compliance:

Creative Connections is currently located on two separate campuses as follows:

K-6 Arutas Campus  
7201 Artuas Driver  
North Highlands, CA 95660

7-12 Walerga Campus  
6444 Walerga Road  
North Highlands, CA 95660

CCAA facilities are under the direction and supervision of the Twin Rivers Facilities Services Department. This department ensures that all facilities comply with the state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safe requirements and will maintain on file readily accessible records documenting such compliance.

The Facilities Services Department accommodates the District's academic programs with healthy, safe and secure environments that enable students to optimize their learning experience. Responsibilities include, but are not limited to:

- Master planning and forecasting the district facilities needs.
- Building and modernizing schools.
- Major repairs and land/system improvements.
- Facilities work requests for minor site improvements.
- Facility use coordination and approval.

These policies have been incorporated as appropriate into CCAA's student and staff handbooks and are reviewed on an ongoing basis in CCAA's staff development efforts and governing board policies.

## IX. Element 7 – Racial and Ethnic Balance

CCAA maintains a racial and ethnic balance among its pupils that reflects the general population of TRUSD. All students who attend CCAA do so on a voluntary basis and the program is expected to appeal to all racial and ethnic groups. CCAA adheres strictly to the TRUSD approved enrollment policy. In order to obtain and maintain the racial and ethnic balance, CCAA engages in all of the following strategies:

- Schedules and adopts an enrollment process to include a timeline that allows for a broad-based recruiting and application process.
- Develops promotional and informational material that appeals to all of the various racial and ethnic groups represented in the area.
- Distributes promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the area.
- If CCAA's student population is found not to reflect the population of the TRUSD, a plan of action to achieve racial and ethnic balance will be developed.

	African American not Hispanic	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Two or More Races	None Reported (Ethnicity)
2014-15	12.90%	1.40%	2.20%	1.40%	31.40%	1.40%	44.10%	4.60%	0.60%
	14.50%	0.90%	7.80%	1.00%	40.10%	1.40%	29.00%	3.90%	1.30%
2013-14	11.10%	1.40%	1.70%	1.20%	31.60%	1.20%	46.80%	4.80%	0.20%
	14.70%	0.90%	8.10%	1.00%	39.40%	1.50%	29.40%	3.70%	1.30%
2012-13	12.50%	1.10%	2.70%	1.00%	30.40%	1.30%	46.40%	4.30%	0.30%
	15.00%	1.00%	8.20%	1.00%	37.90%	1.50%	30.40%	3.20%	1.80%



## **X. Element 8 – Admission Requirements**

CCAA affirms the requirement in Section 47605 (b)(5)(H) of the Charter Schools Act of 1992 that, “[i]n addition to any other requirements imposed under this part, a charter school shall be nonsectarian in its program admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the ethnicity, national origin, gender or disability.” Furthermore, CCAA does not discriminate on the basis of the characteristics listed in 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)].

Admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state.

If the number of students seeking enrollment to CCAA exceeds the capacity, then a public, random drawing is held. This drawing includes typed names of the students, which are placed in a sealed bin and shaken, then drawn and read aloud to everyone in attendance. Frequency of drawings is based on rate of enrollment. Applicants not admitted are placed on a waiting list in the order that they were selected from the random drawing. Prospective students and their families are provided with the school’s instructional and operational philosophy and are provided with a copy or summary of student related policies.

All applicants must complete, with their parent/ guardian, an application to attend the school. This application must be accompanied by the student’s most recent report card, state testing results, a current teacher recommendation signed by the administrator, a letter of recommendation (not from the parent) in regards to the student’s arts interest, student composed essay, a parent composed essay, and a signed copy of the parent/ guardian agreements.

In addition to the completed application and its attachments, each student is required to participate in an informational audition as a part of a complete application to be held before the lottery, if one is needed. The purpose of the audition is to gather information about each student’s interests and skill level for educational planning. There are two options for this audition. Students who apply for admission are evaluated by either of the following:

- Students choose an area of talent or interest such as musical instrument, singing, dance, dramatic reading, painting, drawing, or sculpture and prepare a short presentation of their skill. They present their skill to the principal or the

principal's designee and the teacher in charge or her designee. In lieu of an in-person audition, students may present an audio or video recording of a prior performance.

- Students are placed in small groups and participate in a lesson in music, visual arts, dance, or drama. The students' participation in the lesson is observed by the principal or the principal's designee and the teacher in charge. This option for the audition is specifically designed for the younger applicants and those older students with a great interest in the arts that have not had the opportunity to develop their talents in any one particular area.

Additionally, in order to ensure a successful learning environment, all of the following is required for admission to CCAA:

- A signed commitment by the student and parent or guardian to abide by the attendance and behavior policies of CCAA.
- A commitment by the family and student to allow for flexibility in scheduling.
- An understanding and support on the part of the student and parent/guardian for the overall mission and objectives of CCAA.
- An acknowledgement by the parents or guardians that they are strongly encouraged to volunteer at school or school related activities with a goal of 30 hours of their time.

Admission is limited by class-size restrictions and by the number of classrooms available at CCAA.

Prior to admission, parents/guardians are expected to attend an orientation night in order for their child to be enrolled. In addition, all parents/guardians are required to sign a letter indicating they understand and agree to follow the CCAA outcomes, philosophy, and program.

CCAA will recruit at local feeder schools within TRUSD and will also recruit across a wide geographical area that includes all students, including students who are academically low-achieving, economically disadvantaged, and students with disabilities. Various methods of advertisement shall be used, such as presentations to local schools, flyers, pamphlets, and written advertisements, including digital media.

Applications will be accepted during a publicly advertised open enrollment period for enrollment the following year. If the number of students seeking enrollment to CCAA exceeds the capacity, then a random drawing will be held, as described above.

The family of any student offered an open position shall accept enrollment space by completing the necessary enrollment paperwork within five business days. If paperwork is not received by 4:00 PM PST five days after the offer, the student will

move to the end of the waiting list and CCAA will offer the space to the next person on the waiting list.

If siblings or twins are applying for CCAA, they shall be treated as individual applications.

If siblings of current CCAA students are applying to attend kindergarten only, they shall be given preferential admission if they submit all paperwork on time, participate in the audition, and if the family of the sibling is in good standing in all areas of admission contract.

If an opening occurs during the school year, the next child on the waiting list will be called and offered the spot. The family may choose to not transfer the child from the current school during the school year and may stay on the list until the beginning of the following year. The next child on the list can then be called. If the same family declines again to fill an opening at the beginning of the school year, they will be removed from the waiting list.

## **XI. Element 9 – Financial Audits**

CCAA conducts its financial operations through established procedures required of the schools within TRUSD. CCAA presents an annual balanced budget for Board approval. The Fiscal Services Department of TRUSD is responsible for, but not limited to, payroll, insurance, liability, contracts, audits, and other related fiscal matters. CCAA will participate in the California State Local Control Accountability Plan. Expenditures of the Local Control Funding Formula will meet state required guidelines and will be presented to the CCAA School Site Council, Executive Committee, and approved by the Board of Trustees.

Allocations of any funding, grants, etc. from outside sources, public or private, intended for program operations, extended instructional time, special projects, pilot programs, including teacher incentives, etc. which can be supplemented to the contracted salary or compensation of CCAA employees must be approved by the Executive Committee.

Following TRUSD procedures, purchasing is conducted through the TRUSD purchasing office whenever possible. Prior approval is always obtained and TRUSD vendors are used when feasible.

CCAA must maintain an average yearly pupil attendance with attendance numbers commensurate with the TRUSD's kindergarten through 12th grades to be financially viable.

The audit will verify the accuracy of the financial statements, attendance and enrollment accounting practices, and review the internal controls. The audit will be conducted in accordance with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable office of management and Budget Circulars. The administration will review any audit exceptions or deficiencies and report to the Twin Rivers Board of Trustees with recommendations on how to resolve them. The Board, with input from CCAA, determines the manner by which the exceptions and deficiencies will be resolved.

## **XII. Element 10 – Suspension and Expulsion Procedures**

Students enrolled in CCAA are instructed in interpersonal problem solving techniques. They are encouraged to use those skills to solve their problems. Adults in the program serve as models and facilitators for effective resolution of disciplinary problems. CCAA shall seek all avenues within its means to provide opportunities for student improvement when concerns arise.

CCAA pupils are placed on probation or unenrolled from school for causes as identified in Education Code (Ed Code §§ 48900 et seq.) or failure to follow the signed student/parent agreements located in the initial application packet. Grounds for suspension are as listed in Education Code 48900. CCAA has developed and maintains a comprehensive set of student discipline policies that are adopted and regularly reviewed by the Executive Committee at their meetings. These policies are printed and distributed as part of CCAA's student planner handbook, which is reviewed with students by staff during the first month and initialed and returned by parents. The planner is used daily, referred to for policy clarification as needed, as it clearly describes CCAA's expectations.

Any student who engages in repeated violations of CCAA's behavioral or academic expectations is required to attend a meeting with CCAA staff and the student's parents or guardian. CCAA prepares a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. CCAA's administrator(s) may, pursuant to CCAA's adopted policies, discipline and ultimately suspend or recommend expulsion for students who fail to comply with the terms of a remediation agreement. CCAA believes that these procedures provide adequate safety for pupils, staff, and visitors to the school and serve the best interests of CCAA students and their families/guardians.

Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by CCAA's Executive Committee upon recommendation of the principal. CCAA's policies will be consistent with district policy and Education code section 48900 et seq. and provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs. CCAA notifies TRUSD of any expulsions and includes suspension and expulsion data in its annual performance report.

Students failing to maintain satisfactory academic performance receive the appropriate intervention through a plan developed with the teacher, the administrator, and the parents, and are subsequently placed on probation. Any student failing to make

progress towards state and district standards or who continually fails to meet academic performance standards is reviewed by teachers and the principal.

A student identified as an individual with disabilities or for whom CCAA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures.

CCAA will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified with disabilities or for whom CCAA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook. As stated above, when pupils violate policies and procedures as outlined by Education Code (Section 48900) and Student Behavior Policy, students may be suspended or dismissed/dis-enrolled. Suspended or dismissed students shall be excluded from all school-related extracurricular activities.

The charter school shall follow due process as described below:

#### Level One - Formal Warning

Alternatives may include, but are not limited to, parent/guardian involvement, counseling (adult and peer), and student-developed goals for improvement.

#### Level Two - Specific Guidelines for Improvement Are Set

The student, parent/guardian and teacher shall develop an improvement plan. This plan shall include specific areas in need of improvement, a way to measure that improvement and a specific time frame for this to occur. This plan will be signed by the student, parent/guardian, teacher, and Administration. If the goals in these areas are not met, the student shall move to level three.

#### Level Three - Probation

The student shall be placed on probation for a period not to exceed 20 school days. If, during this period the improvement plan is not adhered to, the student's right to attend Creative Connections Arts Academy Charter School may be revoked by the Executive Committee.

A hearing may be requested by the parent/guardian/guardian within 10 days of the Executive Committee decision. However, the decision made by the Executive Committee at the end of the hearing shall be final.

In the event of a dispute, or if the need arises for consultation, CCAA shall involve Twin Rivers Student Support Services Division in disciplinary matters. In the event a dispute requires further mediation, the parent/guardian may file a complaint under the Uniform Complaint Procedures (UCP). The Uniform Complaint Procedures are available on the TR website, at the district office and/or at a CCAA school office upon request.

	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate	Students Truant	Truancy Rate
2013-14	648	671	16	2.4	0	0	163	24.29
2012-13	631	666	22	3.3	0	0	71	10.66
2011-12	604	632	18	2.8	0	0	108	17.1

### **XIII. Element 11 – Staff Retirement Systems**

Employees participate in STRS, PERS, and/or Social Security depending upon each individual's eligibility. The Business Office of TRUSD provides necessary administration of these programs.

CCAA follows Board policy and TRUSD guidelines related to all employee salary, benefits, retirement, seniority, and working condition issues, as well as calendars, holidays, work years, vacations, etc. All procedures for labor relations follow district policy as does the process for ensuring due process and resolving any grievances or complaints. All CCAA employees are represented by the same bargaining units that represent all other TRUSD employees.

### **XIV. Element 12 – Public School Attendance Alternatives**

Students who choose a traditional school program may attend one of the local schools that serve the area as an alternative to attending CCAA. Since CCAA is not considered the "home school" for any of its pupils, an inter-district transfer is not needed to attend CCAA. Students may also pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parent/guardian will be informed that pupils have no right to admission to a particular school in any district as a consequence of enrollment in CCAA. Schools administrative office staff will inform student and parents/guardians of the above information.

### **XV. Element 13 – Employee Rights**

Any TRUSD employee who works at CCAA retains rights as any other employee who transfers from one school to another school in TRUSD.

### **XVI. Element 14 – Dispute Resolution Procedures**

All disputes about the requirements of this charter and disputes between CCAA and TRUSD shall be submitted to the Superintendent for review and final determination.

Internal disputes are resolved by the principal or the principal's designee and may be appealed to the Executive Committee.



## **XVII. Element 15 - Labor Relations**

CCAA employees are the exclusive employees of TRUSD and as such, participate in the collective bargaining units as other employees of TRUSD. Within the Twin Rivers United Educators (TRUE) contract, the clause “may look differently at charters” exists in each article to allow staff flexibility within the employee contracts to allow for various exceptions. The TRUSD shall be deemed the exclusive public school employer of CCAA employees for the purposes of the Education Employment Relations Act.

## **XVIII. Element 16 - Charter Closure**

If the CCAA’s charter is revoked and CCAA closes, the Business Support Services Department of TRUSD would be responsible for conducting all of the following:

- A final audit of CCAA to determine the disposition of assets and liabilities of CCAA, and plan for, and/or dispose of, any net assets.
- An assessment of the disposition of any restricted funds received by or due to CCAA.
- The disposal of any net assets remaining after the liabilities of CCAA have been paid or otherwise addressed.
- The return of any grant funds, or restricted categorical funds to their source in accordance with the terms of state and federal laws.
- The return of any donated materials and property in accordance with any conditions established when the donated materials and property were accepted, and the completion and filing of any annual reports required pursuant to Education Code Section 47604.33.

The Educational Services Department in conjunction with the school, community, and employee relations department of TRUSD would be responsible for the notification of the closure of CCAA to parents and guardians of pupils, the authorizing entity, the county office of education, the Special Education Local Plan Area, Public Employees’ Retirement System and the State Teachers’ Retirement System in which employees participate. Information to be provided to these entities as it pertains to each is:

- The effective date of the closure and would notify the California Department of Education with a description of the circumstances involved.
- The name and contact information of the person(s) to which reasonable inquiry may be made.
- The pupils’ school districts of residence.
- The maintenance and transfer of all pupil records and personnel records.
- The manner in which parents or guardians may obtain copies of pupil records.

**XIX. Additional Required Information for Initial and Renewal Petitions**

- First Year Operational – Does not apply.
- Planning Assumptions – Does not apply.
- Start Up Costs – Does not apply.
- Annual Budget – See Governance; CCAA's finances are within TRUSD.
- Cash Flow Analysis –The finances of CCAA are within TRUSD.
- Long Term Plans –See Governance; CCAA's finances are within TRUSD.
- Contracts – Does not apply.

To Creative Connections Arts Academy:

To TRUSD:                Dr. Steven Martinez  
                                 Twin Rivers Unified School District  
                                 5115 Dudley Avenue  
                                 McClellan, California 95652

In witness whereof, the parties hereto have executed this petition as of the date and year first above written.

Twin Rivers Unified School District

By: \_\_\_\_\_

Dr. Steven Martinez  
Superintendent  
Twin Rivers Unified School District