

# **Cielo Vista Charter School**

## **CHARTER PETITION RENEWAL**

**July 1, 2020 - July 1, 2025**

This Charter outlines the proposal for the renewal of a Charter School under the provisions of Assembly Bill 544, The Charter Schools Act of 1992. The purpose of the Charter School is to provide a total educational experience focusing on the “whole child” with high standards of expectations to meet the individual needs of all students.

The community of Cielo Vista Charter School is committed to creating a nurturing and culturally responsive environment where students are empowered to pursue excellence in all areas.

The staff recognizes that all students can learn. We pledge to educate all children and work cooperatively with their parents as we all share the vision of Cielo Vista Charter School.

**650 Paseo Dorotea  
Palm Springs, CA 92264**

**Submitted to Palm Springs Unified School District Board of Education**  
*March 2020*

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## **CIELO VISTA CHARTER SCHOOL BRIEFING PAGE**

**Name of organization applying for charter:** Cielo Vista Charter School

**Enrollment:** Cielo Vista Charter School (CVC) currently has an enrollment of 870 students during the 2019-2020 school year. Projected enrollment for 2019-25 is not to exceed 900 total students and will be adjusted as needed to meet the program needs of the school as a whole.

**Target Neighborhood:** Palm Springs and surrounding communities

**Facility Status/Location:** CVC is located in the Coachella Valley, at 650 S. Paseo Dorotea, Palm Springs, CA 92264

**Does the location meet board policy:** Yes

### **Members of Cielo Vista Charter School's Governing Board**

**Lead Petitioners:**

*Juanita Perezchica, Principal*

*Jessica Parent, Assistant Principal*

*Nichi Avina, teacher*

*Julie Barda, teacher*

*Amy Biggert, teacher*

*Laurie Siegrist, teacher*

## **AFFIRMATIONS AND ASSURANCES**

The Cielo Vista Charter School (“CVC” or the “Charter School”) will follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that Palm Springs Unified School District shall be deemed the exclusive public school employer of the employees of Cielo Vista Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which it will hold a public random drawing (lottery) to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(B)(i-iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(0)(5)(c)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in

other public schools are required to hold. As allowed by statute, flexibility will be given to non core, non college preparatory teachers. [Ref. Education Code Section 47605(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47615.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection, [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days.  
[Ref. Title 5 California Code of Regulations Section 11960]

## **ELEMENT 1: Description of the Educational Program**

*Governing Law: “The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self motivated, competent, and lifelong learners.” Education Code Section 47605(b)(5)(A)(i).*

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

Cielo Vista Charter School currently consists of transitional kindergarten through eighth grade students. Our goal is to light the love of learning for every student, every day. All members of the Cielo Vista Charter School (CVC), work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential through high academic expectations, while nurturing social and emotional needs for the development of the whole child. We promote each student’s sense of belonging and commitment to the school community and the world around them through a restorative culture. We promote 21<sup>st</sup> Century innovation skills through collaboration, and critical thinking. Students feel loved and empowered through voice and choice.

To implement CVC’s mission, the staff has the freedom to develop a program that best meets the needs of our diverse student body utilizing state, district, and site adopted standards in addition to California State Frameworks. The staff will continue to revise and refine a comprehensive, long-range plan for all subjects at each grade level through the process of strategic planning.

Through this philosophy, we are teaching crucial critical thinking skills and providing opportunities to integrate and apply strategies that cross over the five focus categories below, taken directly from our mission statement.

- **All members of the Cielo Vista Charter School (CVC) community work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential.**
  - Focus on positive relationships through connection before content, restorative processes and leadership development.
  - Consistent home, school, and community communication will reflect the needs of the community for optimal effectiveness. The school will meet the needs of all parents and provide translation services when requested to encourage open, ongoing communication between home, class, school, and community.
  - Simultaneous and/or delayed translation services will be provided to all parents when requested 48 hours prior to a specific event.
  - The Professional Learning Community (PLC) is inclusive of the home, school and community partnership in order to best meet the needs of all students.

- Community partnerships connect students to experts in the surrounding community as well as allow students to give back to their community through service projects.
- Parent involvement connects families with the Charter school through the Cielo Vista Charter School PTG, ELAC and other volunteer opportunities.
- **We establish high academic expectations, while nurturing the student's physical, emotional, and social development.**
  - Classroom management techniques that reflect mutual respect are essential to creating a learning environment where all students feel safe and able to focus on learning.
  - We support the development of students' social and emotional intelligence with the guidance of a full-time School Counselor and a partnership with Mental Health Services. To assess our needs, we collect ongoing data for social-emotional proficiency through a variety of instruments including: Panorama Survey 40 Developmental Assets Survey, suspension and attendance rates.
  - We will develop college & career readiness through a leadership development program that may include goal setting procedures that identify current and future goals. CVC collaborates with other PSUSD schools to strengthen transitions and educate students on A-G requirements in order to enhance the future educational experiences and achievements for all students. The counselor consistently reviews grades and transcripts, assists in student goal setting and bridges the transition from 8<sup>th</sup> grade to high school for students and parents. We monitor the ongoing progress of individuals, as well as groups of students, through the use of state testing (CAASPP) data. We will use this data to determine the effectiveness of academic programs. Future decisions will be made based on this data-driven decision-making process.
  - We offer Physical Education and Health Education courses that align to current state mandates and meet the developmental needs of all our students.
  - Students in grades TK-5 participate in weekly nutrition lessons.
- **We promote each student's sense of belonging and commitment to the community and the world around them through a restorative culture.**
  - We focus on building a healthy community, developing common values, and creating positive and trusting relationships through class meetings, circles, and sharing opportunities for students.
  - Students participate in a structured recess program that promotes inclusive, positive recess interactions through play.
  - To enhance students' sense of the greater community and to enhance learning, grade levels participate in field trips.
  - Students have leadership opportunities that support the school community.
- **We promote 21<sup>st</sup> century innovative skills**
  - Through a Science, Technology, Engineering, Arts, & Math (STEAM) program, we enable our students to develop the critical thinking skills necessary through the 5 Cs – Choice, Collaboration, Communication, Critical thinking, and Creativity.
  - Professional development is offered for staff to develop and stay current on technology and 21<sup>st</sup> century skills in order to support student learning and innovation.

- **Students feel loved and empowered through voice and choice.**
  - We instill habits of success as a foundation for developing leadership skills.
  - We develop learning environments that value perseverance and growth mindset.
  - We encourage community partnerships and a variety of volunteers to assist us in developing a love of learning within each student.
  - We embody connection before content through various instruction practices.
  - We offer students the opportunity to explore and apply their creativity through a variety of channels which may include, Leadership Events, STEAM Lab/Makerspace, Video Game Design & Coding Club, Environmental Stewardship, Fine Arts, Music/Band, Book Club, Digital Media, Video Production, Digital Storytelling and Intramural Sport.

**CIELO VISTA CHARTER SCHOOL WILL SERVE:**

Cielo Vista will remain at the current site: 650 Paseo Dorotea, Palm Springs, CA 92264. We will not exceed an enrollment of 900 students TK-8. We currently serve the following student groups:

<b>Student Group</b>	<b>Race/Ethnicity</b>
English Language Learners - 37.3%	African American - 2.5%
Foster Youth - 0.3%	American Indian - 0.2%
Homeless - 8.1%	Asian - 0.7%
Socioeconomically Disadvantaged - 74.9%	Filipino - 4.4%
Students with Disabilities - 6.1%	Hispanic - 75.5%
	Pacific Islander - 0.1%
	White - 15.3%
	2 or more races -1.2%

66.5% of the CVC student population come from within the PSUSD boundaries. 33.5% of the CVC student population comes from outside of PSUSD boundaries.

**THE SCHOOL’S PROPOSED CURRICULUM AND INSTRUCTION PROGRAM**

Cielo Vista Charter School will follow state, district, and site adopted standards in addition to the State Frameworks. The staff will continue to revise and develop short and long range curriculum goals through the process of strategic planning. The focus for the next five years will be continuing the implementation of State Standards and meeting our LCAP goals. Our primary goals are:

1. All students will demonstrate growth measured by Federal, State, District and CVC assessments.
2. All students will be prepared to make a successful transition to the high school level so as to meet the academic goals for their future education.
3. All students will develop leadership skills and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

4. All students will become self-motivated, competent, and lifelong learners using 21-century skills in a variety of STEAM related areas.

A variety of strategies will continue to be used to meet the needs of all students. Our educational program reflects the following:

- Professional Development
- Professional Learning Communities
- Stakeholder Involvement
- 1 to 1 Technology to Enhance Learning
- Educating the Child as a Whole
- Safe School and Classroom Environment (Class Size)
- Authentic Student Engagement
- Safe & Restorative Community

### **1. Professional Development**

Staff development will be an ongoing point of importance at Cielo Vista Charter School. CVC will provide opportunities for staff members to participate in professional growth both on and off campus that align with the professional development plan and the yearly LCAP plan. Teachers will be paid for attending staff development outside of work hours based on the collective bargaining agreement. Teachers will obtain their staff development in a variety of ways: train each other, hire outside consultants, demonstration lessons, observing classroom lessons, collaboration and/or outside district sources.

### **2. Professional Learning Communities**

All teachers will continue to be trained in appropriate strategies to enhance ongoing learning. Collaboration through PLCs will continue to focus on developing instruction for students of all ability levels using the California Common Core State Standards. We follow a 2-1-2 schedule that provides a defined schedule for teachers to collaborate each week on Wednesday afternoons. Meetings have specific outcomes with established norms and protocols used to effectively collaborate on instructional strategies in order to meet the current needs of all students.

Collaboration between students, teachers, and parents is essential for ongoing learning and development of college and career readiness. As part of shared decision making, parents have access to their child's progress through an online portal, parent-teacher conferences, Student Success Team (SST) meetings, (IEPs and 504s for those qualified), and ongoing communication with the classroom teacher.

### **3. Stakeholder Involvement**

All members of the Cielo Vista Charter School (CVC) family including teachers, parents, staff, students, administrators, and community members, work collaboratively through a shared decision-making process. We have several committees and groups that are involved with this process including: Parent/Community Volunteers, School Site Council, ELAC, PTG.

- Parent/Community Volunteers - CVC encourages parents and other community members to volunteer on campus in a variety of ways. This can include, but is not limited to: in the classrooms, at family engagement events, fundraising events, and on field trips. All volunteers must follow the PSUSD volunteer application process.
- School Site Council (SSC) - A School Site Council (SSC) is a group of teachers, parents, administrators, and interested community members who work together to develop and monitor a

school's improvement plan. It is a legally required decision-making body for any school receiving federal funds. SSC meetings are open to the public.

- English Language Advisory Council (ELAC) - A school-level committee of parents, staff, and community members designated to advise school officials on English learner programs and services. Meetings are open to all parents.
- Parent Teacher Group (PTG) - The PTG builds strong working relationships among parents, teachers and the school. It organizes family engagement events and all of the school's major fundraisers. Meetings are open to all parents, teachers and staff.
- CVC will share and report student achievement data, including benchmark data through many facets of our community, such as School Site Council, ELAC, PTG, and the CVC Governing Board.

To ensure stakeholder involvement, home and school communication will reflect the needs of the school community. We have a diverse system of communication between home, class, school, and community to meet the needs of all groups through the use of a variety of technologies. Consistent home, school, and community communication will reflect the needs of the community for optimal effectiveness. We are committed as a Cielo Vista Charter School community that all communication that is sent home will be translated or interpreted for our major language groups in accordance with the law. The school will always meet the needs of all parents and provide translation services for additional languages when requested at least 48 hours before an event or meeting.

#### **4. Technology to Enhance Learning**

Cielo Vista Charter School will use technology to enhance teaching and learning. Students will have access to a STEAM curriculum/program and have the ability to integrate state-of-the-art technology when collaborating with their peers, building presentations, publishing their writing, producing digital stories, and sharing their voices.

#### **5. Educating the Child as a Whole**

Cielo Vista Charter School is founded on the principle that all students deserve an education that goes beyond the basic academics and focuses on educating the child as a whole. We have established a schoolwide focus on building an integrated leadership development program that addresses both the academic and social-emotional needs of the students.

The counselor also provides age appropriate classroom lessons such as bullying prevention, suicide prevention and healthy relationships. If students need further emotional health services, mental health specialists can provide one-on-one counseling.

We value the social-emotional intelligence of each person in the CVC community, and strive for an inclusive, respectful, emotionally safe environment. Each student is an individual who matters to the school community.

#### **6. Safe School and Classroom Environment**

As a staff, we will consistently monitor and strive to provide a socially, emotionally and physically safe school environment for the entire school community. To ensure that individual needs are met, class sizes are limited to a maximum of 25 students in transitional kindergarten, 26 students in kindergarten, 28 students in first through fifth grade, and 30 students in middle school. As long as additional funding is forthcoming and Cielo Vista Charter School is fiscally solvent, class sizes will remain capped at the

above noted numbers. The Charter Governing Board retains the right to increase class size to maintain fiscal solvency. An exception to the cap may be made to maintain a child's continuing enrollment, to keep siblings together at the same school, and to accommodate a child of a CVC employee.

To address campus safety, we use security cameras and have a full-time security officer to monitor the campus and promote safety. We are a closed campus, which allows us to monitor any visitors at the school before, during and after instructional time. Lastly, all staff and students practice fire, earthquake, lockdown, intruder, and active shooter drills.

### **Proposed Curriculum and Instructional Programs**

#### **INSTRUCTIONAL PROGRAM Courses of Study based on Ed Code**

Pursuant to Education Code section 51210, the adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

- (1) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.
- (2) Mathematics, including concepts, operational skills, and problem solving.
- (3) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
- (4) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.
- (5) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
- (6) Health, including instruction in the principles and practices of individual, family, and community health.
- (7) Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.
- 8) Other studies that may be prescribed by the Charter School Governing Board.

In the kindergarten and primary grades, physical education programs will include basic movement skills, performed with and without the use of equipment. A variety of activities will be used to improve physical strength, health, and endurance throughout the school. Activities will be selected with the goal of developing each student physically, emotionally and mentally. Fifth-grade students will participate in activities all year that develop skills in agility, flexibility, upper body strength, and cardiovascular endurance. These skills are tested in the spring as part of the state's physical fitness assessment areas

which include; one-mile jog, curl-ups, right angle push-ups, trunk lift, shoulder stretch, and sit-and-reach.

**Music-** The music teacher will provide general music instruction for students in TK-3 grade. Students will develop an appreciation and understanding of concepts through classroom instruction, assemblies, and school performances. Instrumental and choral focus areas that develop fundamentals in these areas of instruction will be offered to grades 4-8.

**Art** – Art lessons will be designed to help students understand the nature of art with an emphasis on color, design, art principles, and art appreciation.

According to Ed. Code 51220. The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

(a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.

(b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.

(c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.

(d) Physical education, with emphasis given to physical activities that are conducive to health and to the vigor of the body and mind, as required by Section 51222.

(e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.

(f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.

Cielo Vista Charter School is committed to providing quality standards-based education that will meet the needs of all students. We will have a full-day academic program in TK and more instructional minutes than required by the state per year in kindergarten through eighth grade. Various learning styles will be supported in the classroom.

Cielo Vista Charter School has chosen approaches that are researched-based and aligned with California Common Core Standards. Listed are the school-wide strategies that will be used consistently in all classrooms:

- California State Standards are integrated throughout all core subjects
- Culturally responsive instructional strategies including the alignment of English Language Development levels of English Language Learners
- Data analysis to plan and differentiate instruction

- Real-world application of content, 21st-century thinking and leadership development skills
- College and career readiness

### **California Standards are integrated throughout all core subjects**

CVC will follow the integration strategies suggested in the California Frameworks for Math and Language Arts. We will use state adopted Common Core textbooks in core subjects for kindergarten through eighth grade. Each grade level will receive professional development when new adoptions are purchased. CVC teachers teach to the California State Standards.

### **Culturally responsive instructional strategies including alignment of English Language Development levels for English Language Learners.**

Instructional strategies may include; SDAIE instruction, hands-on learning using manipulatives, Integrated and Designated English Language Development for English Language Learners as required by the California State Standards.

All teaching staff are highly qualified and credentialed (i.e.: multi-subject, CLAD or BCLAD or SB 1969, as well as trained in ELPAC administration (K-5) and SDAIE strategies) and must meet the requirements of the Palm Spring Unified School District.

### **Data analysis to plan and differentiate instruction**

Teacher-created assessments are one of many methods to monitor student achievement. These benchmarks are developed using the California Common Core Standards blueprints and target focus standards for mastery. Emphasis is placed on higher level DOKs and formatted to reflect the SBAC with constructed response, selective response, and performance tasks. This is used for teacher planning, intervention, and acceleration. Benchmarks are given to all students TK-8 grades.

### **Differentiation activities implemented for all students**

Teachers will address the needs of all students. Our ongoing monitoring assistance planning may include but are not limited to:

- Site-based benchmark assessments
- Curriculum standards-based assessments
- A description of assessment items
- Professional Learning Communities (PLCs) will identify specific areas to be improved based on assessment results
- Interventions – Pyramid Intervention Approach 80%-15%-5% - 80% intervention in the classroom; 15% pull-out or after-school; and 5% Special Ed.)

Instructional interventions may include, but will not be limited to:

- In-class differentiated instruction in small groups or one-on-one
- Extended school day to allow for more time for intervention in flexible groupings
- Proven strategies for all students
- Ongoing supervision and support by Principal in each classroom to monitor implementation of research-based strategies

### **English Language Learners**

All English Language Learners are assessed annually using the state adopted assessment to determine their language proficiency. Integrated and designated instruction will be provided to students within the regular classroom setting using a variety of instructional strategies and materials.

### **High achieving students and GATE program**

All third-grade students are assessed to determine if they qualify for gifted instruction, according to PSUSD requirements. Any students so identified will be given differentiated and enrichment instruction by a qualified classroom teacher. Once identified, a student remains identified as a GATE student indefinitely.

Grades 6-8 may offer ELA, Social Studies/History Honors Courses in alignment with Common Core State Standards, which include college and career readiness standards with more depth and complexity.

Grades 7 and 8 may offer Accelerated Math courses in alignment with Common Core State Standards, which include college and career readiness standards at an accelerated pace.

### **Special Education**

Cielo Vista Charter School will function as a “public school of the District” for purposes of Education Code section 47646 and the Individuals with Disabilities Education Act (“IDEA”) during the term of this charter. The parties’ respective roles and responsibilities shall be outlined in a detailed Special Education Memorandum of Understanding. The District shall retain all special education funding generated from CVC enrollment. CVC shall pay its equitable share of the District’s unfunded special education costs (i.e.: encroachment).

The District shall determine how the special education and related services are to be provided. CVC agrees to comply with District policy and practice with respect to the provision of special education and related services. CVC will support the District’s implementation of special education and related services and will make facilities available to all programs in a manner consistent with the District’s need to provide services to all eligible students. CVC will not engage in discriminatory admission practices. CVC may not engage in formal or informal practices that deny access to students with exceptional needs, nor will they “refer” or “counsel out” such students.

The District shall implement all aspects of uniform complaint procedure for special education. The District shall, whenever necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the District shall, with the cooperation of the CVC, prepare its defense and/or pursue settlement.

Cielo Vista Charter School will comply with all applicable state and federal laws in serving students with disabilities, including but not limited to section 504 of the *Rehabilitation Act* (“Section 504”), the *Americans with Disabilities Act* (“ADA”) and the IDEA.

Cielo Vista Charter School agrees to adhere to the policies, procedures and requirements of the applicable Local Plan for Special Education in which the CVC operates for special education purposes as either a public school of the District or an LEA.

Cielo Vista Charter School special education specialists will work closely and collaborate with the general education teachers and other specialists (like speech therapists or occupational therapists)

to create the most inclusive, least restrictive environment for students with special education services.

**Section 504/ADA**

CVC will be solely responsible for its compliance with Section 504 and the ADA and shall comply with District policy and practice. All facilities of the Charter School will be accessible for all students with disabilities in accordance with the ADA.

**Economically Disadvantaged Students**

A multitude of resources are utilized to support economically disadvantaged students. Families complete health inquiry and emergency cards. If a deficit is identified, referrals and follow-ups are initiated. Written information is sent home in packets during the first week of school, including a health insurance brochure and free or reduced-price lunch packets. Students, who may qualify for free/reduced lunch and/or medical care, will be given a lunch application form to complete to receive services. Additionally, online information about support services is communicated through the use of the school website.

**Real world application of content, 21<sup>st</sup> century thinking skills, and leadership development skills**

CVC will utilize instructional methodologies that encourage students to learn and apply knowledge and skills through real-world experiences that allow for deeper learning in-context and for the development of important leadership and technologically proficient 21<sup>st</sup> century skills.

**College and Career Readiness**

Students will have access to character and leadership development lessons, which will encourage effective habits for college and career readiness.

**INSTRUCTIONAL MATERIALS:**

Cielo Vista Charter will adopt textbooks that are either on the state approved matrix or follow the adoption procedures for materials that best meet the needs of students and reflect the rigor of state standards. The following is the updated instructional materials that were currently in place during the 2019-2020 school year. Plans to adopt new materials will follow an adoption cycle and reflect academic needs.

***Language Arts***

<b>Publisher</b>	<b>Program Title</b>	<b>Grade Level(s)</b>
McGraw-Hill	Wonders <b>*ELD Embedded in programs</b>	TK-2
Benchmark Education Company	Benchmark Advanced <b>*ELD Embedded in programs</b>	3-5
McGraw-Hill	StudySync <b>*ELD Embedded in programs</b>	6-8
Pearson	Soar to Success <b>*Intervention</b>	TK-6
Scholastic	Leveled Readers Bookroom 4.0	TK-6

**Mathematics**

<b>Publisher</b>	<b>Program Title</b>	<b>Grade Level(s)</b>
Great Minds	Eureka Math	TK-5
Carnegie Learning, Inc.	Carnegie	6-8

**Social Studies**

<b>Publisher</b>	<b>Program Title</b>	<b>Grade Level(s)</b>
Social Studies Weekly	Piloting Social Studies Weekly	TK-5
McGraw-Hill	Impact	6-8

**Science**

<b>Publisher</b>	<b>Program Title</b>	<b>Grade Level(s)</b>
Amplify SEPUP - Lab Aids		TK-8 6-8

**CIELO VISTA CHARTER SCHOOL GOALS AND ACTIONS TO  
ACHIEVE THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

**Local Control and Accountability Plan (“LCAP”)**

The Charter School will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

**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))*

**SUBPRIORITY A - TEACHERS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b>	All teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PSUSD Human resources will annually review credential status.

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
<b>ACTIONS TO ACHIEVE GOAL</b>	Instructional materials purchased will be aligned to CA Common Core State Standards per the charter petition.

**SUBPRIORITY C – FACILITIES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain clean and safe school facilities.
<b>ACTIONS TO ACHIEVE GOAL</b>	Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards.

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS** *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.*

**SUBPRIORITY A – CCSS IMPLEMENTATION**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	Identify and participate in intensive professional development and training on the CCSS and Technology in Teaching and Learning.

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will gain academic content knowledge through the implementation of the CCSS. Designated and integrated English language development is also reflective in our instructional day in all content areas.
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<b>ACTIONS TO ACHIEVE GOAL</b>	EL students participate in English Language Arts/Literacy, Math, Science, and Social Studies/History instruction with appropriate instructional support.
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**SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to the ELD curriculum. Teachers of EL students participate in professional development activities to bridge the current ELD standards and the existing curriculum.

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.*

**SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Per the charter, parents who enroll their children in (the charter) shall accept a partnership with the school in sharing responsibility for their children’s education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Parents will be involved through either learning plan meetings or parent/teacher conferences and several other opportunities given throughout the year.

**SUBPRIORITY B – PROMOTING PARENT PARTICIPATION**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain the School Site Council, ELAC, PTG, Monthly Coffee Chats, and several other school committees.
<b>ACTIONS TO ACHIEVE GOAL</b>	School administration will work with the Parent Participation Group to recruit parents to the SSC, ELAC meetings via flyers. Monthly newsletters also serve as a way of communicating these events to all parents. Translation and child care will be available as well for the families.

**SUBPRIORITY C**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Solicit parent feedback via annual satisfaction surveys. These surveys include the Panorama survey and LCAP survey.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation. Access to computers for families to complete these surveys are scheduled in the CVC library during the survey

windows. School administration will send out weekly reminders to families to complete these surveys. Classroom incentives will be given for those who have the highest classroom participation.

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

- A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- C. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- D. EL reclassification rate

**SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	2% growth of students at every applicable grade level, including all student groups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of RTI pyramids of intervention

**SUBPRIORITY B – EL PROFICIENCY RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will show growth per the ELPAC each academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction.

**SUBPRIORITY C – EL RECLASSIFICATION RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction utilizing the RTI pyramid.

**STATE PRIORITY #5— STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC§52052.1(a)(3))

**SUBPRIORITY A – STUDENT ATTENDANCE RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will maintain a 98% ADA rate.
<b>ACTIONS TO ACHIEVE GOAL</b>	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various student groups enrolled.

**SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate adequate progress, as defined by our CVCS Board policy, at every learning period.
<b>ACTIONS TO ACHIEVE GOAL</b>	Collaboration with parents and implementation of interventions as specified in our Adequate Progress Policy.

**SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will promote 98% of 7th and 8th grade students.
<b>ACTIONS TO ACHIEVE GOAL</b>	Charter School will offer an academically engaging learning environment for all its students, including members of all student groups.

**STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

*A. Pupil suspension rates*

*B. Pupil expulsion rates*

*C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.*

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will maintain an annual suspension rate of less than 4%
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers and school counselors will be trained on the Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns through restorative practices..

**SUBPRIORITY B – PUPIL EXPULSION RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will maintain an annual expulsion rate of less than 2%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained in restorative practices as well as understand our district expulsion policy and behavioral approach. Principal, Assistant Principal, and school counselor will work with teachers and families to manage student behavior issues and concerns.

**SUBPRIORITY C – SCHOOL SAFETY**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students and staff will adhere to the School Safe Plan.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend will participate in regular Fire, Earthquake, and active shooter drills.

**SUBPRIORITY D - SCHOOL CONNECTEDNESS MEASURES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School staff and parents will host various community building events and activities throughout the year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Charter School will host at least three community events through collaboration with parents, students, and community members.

**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 other as prescribed by the governing board. (E.C. §51210)*

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

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
<b>ACTIONS TO ACHIEVE GOAL</b>	All academic content areas will be available to all students, including student groups, at all grade levels.

**STATE PRIORITY #8— OTHER STUDENT OUTCOMES**

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

**SUBPRIORITY A - ENGLISH**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students participate in Charter School’s ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature as well as expository

	writing; consultation and collaboration with colleagues to support student-learning goals.
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**SUBPRIORITY B - MATHEMATICS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students participate in Charter’s math program. Instructional strategies implemented in math include: direct instruction; spiraling math curriculum; small group work, one-to-one tutoring, mathematics intervention program set by SSTs and grade level specific needs, small group after-school tutorial; collaboration with colleagues to support student goals and learning.

**SUBPRIORITY C – SOCIAL SCIENCES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.

**SUBPRIORITY D - SCIENCE**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science connected to grade level Next Generation Science Standards (NGSS).
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.

**SUBPRIORITY E – VISUAL AND PERFORMING ARTS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through a variety of learning strategies, including direct instruction and hands on learning experiences students will study content using the Visual and Performing Arts standards for California Public Schools, kindergarten through grade eight to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts.

**SUBPRIORITY F – PHYSICAL EDUCATION**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade eight to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle.

**SUBPRIORITY G – HEALTH (GRADES K-8)**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade eight to ensure that students have a variety of experiences for acquiring the knowledge that all students need to relate to health education.

**SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-8 ONLY)**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	7th and 8th grade Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Foreign Language.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through a variety of learning strategies, including authentic learning experiences students will have the option to study content using the World Language Content Standards for California Public Schools to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.

## **ELEMENT 2: Measurable Student Outcomes**

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

### **Charter Outcome Goals**

Students at Cielo Vista Charter School are assessed daily to see if they demonstrate skills, knowledge, and attitudes according to the specific goals of the educational program at CVC. A variety of outcomes will be assessed and analyzed for the purposes of determining student placement, curricular innovation, instructional strategies and school policies.

The desired skills, knowledge, and attitudes we seek to develop are a natural outgrowth of our shared vision of lighting the love of learning. These knowledge goals include the following:

- 21<sup>st</sup> century leadership skills
- Concerned caring citizens
- Technologically proficient problem solvers with the ability to think logically, creatively, and critically
- Competent and critical readers
- Academic excellence in core subjects: Language Arts, Math, Social Studies, and Science
- Standards of excellence in Physical Education, Fine Arts, and Music
- Lifelong learners

### **Methods of Assessment**

At each grade level, specific knowledge, skills, and attitudes have been established to determine a child’s readiness to proceed to the next grade level. The school, in its continuous cycle of planning, implementing, and evaluating, will continue to focus on applying school experiences to real life application. Cielo Vista Charter School will ensure that its content and performance standards meet or exceed those that have been developed by the State of California and/or Palm Springs Unified School District.

Methods of assessing each individual student’s progress toward meeting State Standards, as well as the goals of pursuing academic excellence and social accountability as global citizens will vary in style and complexity according to grade level and subject area. Both subjective and objective assessments will be used. Excellence will be modeled and encouraged in all aspects of our school community. Cielo Vista Charter School will evaluate and assess our students’ mastery of the State Standards with a variety of tools such as ELPAC testing, CAASPP/SBAC testing, teacher created assessments and projects. With the implementation of our leadership program, students will be encouraged to self-assess and set goals according to their individual needs.

### **Uses and Reporting of Data**

Collaboration time will be used to drive curriculum decisions and maintain parity in education for all students. School staff will consistently use data from multiple devices to evaluate student achievement. State

test scores (CAASPP/SBAC) will be used to determine appropriate class placement. Teachers will collaborate in subject areas and grade level teams to design curriculum and collaborative assessments. One focus for collaboration time will be to determine adjustments to curriculum to meet the needs of the range of the student population.

We have established academic standards of excellence at each grade level. Pupil outcomes encompass the following subject areas: Language Arts, Mathematics, Social Science, Science, Fine Arts, and Physical Education. Cielo Vista Charter School will ensure that its content and performance standards meet or exceed those that have been developed by the State of California and/or Palm Springs Unified School District.

Students who do not meet grade level standards will be referred to a student support team or for assessment as appropriate. Students will receive support and intervention and/or such other services as may be required. Accountability will be the responsibility of the triad of students, parents, and teachers.

### **Academic Performance Progress**

Cielo Vista Charter School will continue to meet its annual Academic Performance Progress to achieve academic excellence. The goals of the Dashboard:

OUR DASHBOARD LINK <https://www.caschooldashboard.org/reports/33671736032411/2018>

Before students leave Cielo Vista Charter School, we strive to teach them the skills to become:

- Global thinkers
- Responsible leaders
- Problem solvers
- Academically resilient
- Competent communicators
- Competent in the use of technology
- Motivated and organized
- Confident and accomplished readers
- Kind and tolerant citizens
- Prepared for success in high school with the ultimate goal of success in college and career

**ELEMENT 3: Method by Which Student Outcomes Will Be Measured**

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

Methods of assessing a student’s progress in meeting the goals of Cielo Vista Charter School will vary according to subject area and grade level of students. Both objective and subjective evaluation will be utilized. Excellence should be modeled and encouraged.

CVC will measure student achievement in the following three (3) ways:

1. CVC will meet state calculated growth targets annually in all significant student groups and school-wide in two (2) of the last three (3) years.
2. CVC will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.
3. Students who are identified as Tier II will show improvement in proficiency as measured by the CVC systematic online standards-based assessment tool (SBAC) in two (2) of the last three (3) years.

CVC has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

CVC will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element One of the Charter Petition.

<b>STATE PRIORITY #1— BASIC SERVICES</b> <i>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))</i>
<b>SUBPRIORITY A – TEACHERS</b>
<b>GOAL TO ACHIEVE SUBPRIORITY</b> 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b> All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status.
<b>MEASURABLE OUTCOME</b> 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined

by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

**METHODS OF MEASUREMENT**

Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card. The school works in direct collaboration with PSUSD's Human Resource department to ensure that all teachers are placed in the areas in which they are highly qualified to teach.

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

**GOAL TO ACHIEVE SUBPRIORITY**

100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

**ACTIONS TO ACHIEVE GOAL**

Instructional materials purchased will be aligned to CA Common Core State Standards per the Charter Petition.

**MEASURABLE OUTCOME**

100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in the Charter Petition.

**METHODS OF MEASUREMENT**

Staff will review all instructional materials before purchase pursuant to E.C. § 60119.

**SUBPRIORITY C – FACILITIES**

**GOAL TO ACHIEVE SUBPRIORITY**

Maintain clean and safe school facilities.

**ACTIONS TO ACHIEVE GOAL**

Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards.

**MEASURABLE OUTCOME**

95% of all items on regular site inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within six months. Daily cleanliness spot checks will also be performed.

**METHODS OF MEASUREMENT**

Annual Facility Inspection Report

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS** *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.*

**SUBPRIORITY A – CCSS IMPLEMENTATION**

**GOAL TO ACHIEVE SUBPRIORITY**

100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.

**ACTIONS TO ACHIEVE GOAL**

Identify and participate in intensive professional development and training on the CCSS and Technology in Teaching and Learning.

**MEASURABLE OUTCOME**

Annually, 100% of teachers will participate in at least five hours of Professional Development and training in CCSS and at least 15 hours of Professional Learning Communities.

**METHODS OF MEASUREMENT**

Professional Development calendar and sign in sheets will be evidence of participation by teachers in professional

development activities.

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

**GOAL TO ACHIEVE SUBPRIORITY**

EL students will gain academic content knowledge through the implementation of CCSS.

**ACTIONS TO ACHIEVE GOAL**

EL students participate in English Language Arts/Literacy, Math, Science, and Social Studies/History instruction with appropriate instructional support.

**MEASURABLE OUTCOME**

Annually, 95% of EL students will gain academic content knowledge through the implementation of CCSS.

**METHODS OF MEASUREMENT**

EL student performance on the CAASPP statewide assessments; ELPAC Assessments; learning plan/lesson plan; teacher assessments; annual report cards.

**SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY**

**GOAL TO ACHIEVE SUBPRIORITY**

EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.

**ACTIONS TO ACHIEVE GOAL**

EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to the ELD curriculum. All teachers will participate in professional development activities to bridge the ELD standards and the existing ELD curriculum.

**MEASURABLE OUTCOME**

EL students will reach English language proficiency by graduation through the implementation of the CCSS, and ELD curriculum and related instructional strategies.

**METHODS OF MEASUREMENT**

Student performance on ELPAC Assessment, Curriculum assessments, and reclassification documentation.

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.*

**SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT**

**GOAL TO ACHIEVE SUBPRIORITY**

Per the charter, parents who enroll their children in (the charter) shall accept a partnership with the school in sharing responsibility for their children’s education.

**ACTIONS TO ACHIEVE GOAL**

Parents will be involved through either learning plan meetings or parent/teacher conferences and several other opportunities given throughout the year.

**MEASURABLE OUTCOME**

100% of parents will attend elementary conferences. 100% of parents will have parent vue accounts. Parents will participate in several other opportunities provided throughout the year.

**METHODS OF MEASUREMENT**

Annual review of sign-in sheets and reports by Principal and Assistant Principal.

**SUBPRIORITY B – PROMOTING PARENT PARTICIPATION**

**GOALS TO ACHIEVE SUBPRIORITY**

Maintain the School Site Council, ELAC, PTG, Monthly Coffee Chats, and several other school committees.

**ACTIONS TO ACHIEVE GOAL**

School administration will work with the Parent Teacher Group to recruit parents to the SSC, ELAC meetings via flyers. Monthly newsletters also serve as a way of communicating these events to all parents. Translation and child care will be available as well for the families.

**MEASURABLE OUTCOME**

Annually, the School Site Council will consist of at least two parents. Two parents will sit on the CVC Governing Board. PTG will have a board and provide parent engagement opportunities.

**METHODS OF MEASUREMENT**

Meeting agendas and minutes identifying parents who are involved in these councils, groups, and committees.

**SUBPRIORITY C**

**GOALS TO ACHIEVE SUBPRIORITY**

Solicit parent feedback via annual satisfaction surveys. These surveys include the Panorama survey and LCAP survey.

**ACTIONS TO ACHIEVE GOAL**

Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation. Access to computers for families to complete these surveys are scheduled in the CVC library during the survey windows. School administration will send out weekly reminders to families to complete these surveys. Classroom incentives will be given for those who have the highest classroom participation.

**MEASURABLE OUTCOME**

Campus community surveys will generate a consistent rate of at least 95% unduplicated community members.

**METHODS OF MEASUREMENT**

Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, PSUSD, and staff upon completion of its results and analysis.

**STATE PRIORITY #4— STUDENT ACHIEVEMENT** *Pupil achievement, as measured by all of the following, as applicable:*

*A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment*

*B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*

*C. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*

*D. EL reclassification rate*

**SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

**GOAL TO ACHIEVE SUBPRIORITY**

2% growth of students at every applicable grade level, including all student subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

**ACTIONS TO ACHIEVE GOAL**

Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of instructional intervention strategies in the area of reading and mathematics.

**MEASURABLE OUTCOME**

At least 95% participation rate in the CAASPP statewide assessments; at least 2% growth at every applicable grade level, including all student groups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics in at least two (2) of the last three (3) years. Students who are identified as Tier II will show improvement in proficiency as measured by the CCSS standards-based assessment tool (SBAC) in two (2) of the last three (3) years.

**METHODS OF MEASUREMENT**

CAASPP Score reports; evidence of student learning as demonstrated on Learning Plan; Readers & Writers Workshop Assessments; teacher observations; assignment & project rubrics; and benchmark assessments.

**SUBPRIORITY B – COURSES SATISFYING COLLEGE BOARD A-G REQUIREMENTS**

**GOAL TO ACHIEVE SUBPRIORITY**

Continuing the articulation with district wide Secondary World Language teachers and school counselors in order to provide a high school level Spanish program for our middle school students. 7th and 8th grade Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will have the opportunity to demonstrate grade level skills and content knowledge in Foreign Language.

**ACTIONS TO ACHIEVE GOAL**

World Language teachers and administrators will foster collaboration and articulation with secondary administrators, teachers and counselors. Through a variety of learning strategies, including authentic learning experiences students will have the option to study content using the World Language Content Standards for California Public Schools to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.

**MEASURABLE OUTCOME**

95% of the students that take Spanish I will show Spanish II readiness measured by the PSUSD assessment that is administered to all students taking Spanish I in 8th grade. 95% of the students that take Spanish II will show Spanish III readiness measured by the PSUSD assessment that is administered to all students taking Spanish II in 8th grade.

**METHODS OF MEASUREMENT**

Assessment results

**SUBPRIORITY C – EL PROFICIENCY RATES**

**GOAL TO ACHIEVE SUBPRIORITY**

EL students will show growth per the ELPAC each academic year.

**ACTIONS TO ACHIEVE GOAL**

EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction.

**MEASURABLE OUTCOME**

All EL students that show growth will advance at least one performance level per the ELPAC each academic school year.

**METHODS OF MEASUREMENT**

ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC Coordinator; ELD curriculum assessments and annual report cards.

**SUBPRIORITY D – EL RECLASSIFICATION RATES**

**GOAL TO ACHIEVE SUBPRIORITY**

Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.

**ACTIONS TO ACHIEVE GOAL**

EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction.

**MEASURABLE OUTCOME**

At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. Student’s mastery of English language in domains of listening, speaking, reading, and writing.

**METHODS OF MEASUREMENT**

Analyze and review ELPAC results, as well as CAASPP statewide assessment scores. CVC will follow PSUSD criteria

for reclassification.

**STATE PRIORITY #5— STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

*A. School attendance rates*

*B. Chronic absenteeism rates*

*C. Middle school dropout rates (EC§52052.1(a)(3))*

**SUBPRIORITY A – STUDENT ATTENDANCE RATES**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School will maintain a 98% ADA rate.

**ACTIONS TO ACHIEVE GOAL**

Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various student groups enrolled.

**MEASURABLE OUTCOME**

Annual Average Daily Attendance will be at least 98%.

**METHODS OF MEASUREMENT**

Weekly and Periodic ADA reports.

**SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School will decrease the chronic absenteeism rate by 2% each year.

**ACTIONS TO ACHIEVE GOAL**

Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various student groups enrolled.

**MEASURABLE OUTCOME**

Annual Average Daily Attendance will be at least 98%.

**METHODS OF MEASUREMENT**

Weekly and Periodic ADA reports.

**SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School will promote 98% of 7<sup>th</sup> and 8<sup>th</sup> grade students.

**ACTIONS TO ACHIEVE GOAL**

Charter school will offer an academically engaging learning environment for all its students, including members of all student groups.

**MEASURABLE OUTCOME**

98% of 7<sup>th</sup> and 8<sup>th</sup> grade students successfully complete their grade-level program.

**METHODS OF MEASUREMENT**

Attendance records and Adequate Progress Reports.

**STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

*A. Pupil suspension rates*

*B. Pupil expulsion rates*

*C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.*

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter school will maintain an annual suspension rate less than 3%

**ACTIONS TO ACHIEVE GOAL**

Teachers and school counselors will be trained on the Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns through restorative practices..

**MEASURABLE OUTCOME**

Annually, 3% or fewer of all enrolled students will be suspended.

**METHODS OF MEASUREMENT**

Annual School Accountability Report Card & Annual Report and CALPADS Report Discipline Incidents will be used as evidence.

**SUBPRIORITY B – PUPIL EXPULSION RATES**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School will maintain an annual expulsion rate of less than 2%.

**ACTIONS TO ACHIEVE GOAL**

Teachers will be trained in restorative practices as well as understand our district expulsion policy and behavior approach. Principal, Assistant Principal, and school counselor will work with teachers and families to manage student behavior issues and concerns.

**MEASURABLE OUTCOME**

Annually, 2% or fewer enrolled students will be expelled.

**METHODS OF MEASUREMENT**

Annual School Accountability Report Card & Annual Report and CALPADS Report Discipline Incidents will be used as evidence.

**SUBPRIORITY C – OTHER SCHOOL SAFETY**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School students and staff will adhere to the School Safe Plan.

**ACTIONS TO ACHIEVE GOAL**

Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend resource centers will participate in regular Fire, Earthquake, and safety drills.

**MEASURABLE OUTCOME**

100% of staff will participate in at least four hours of Safe School training; Students will participate in regular fire, earthquake or safety drills annually.

**METHODS OF MEASUREMENT**

Professional Development agenda and calendared events.

**SUBPRIORITY D - SCHOOL CONNECTEDNESS MEASURES (SURVEYS)**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School staff and parents will host various community building events and activities throughout the year.

**ACTIONS TO ACHIEVE GOAL**

Charter School will host at least three community events through collaboration with parents, students, and community members.

**MEASURABLE OUTCOME**

At least three events will be held throughout the academic year.

**METHODS OF MEASUREMENT**

Master Calendar

**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 other as prescribed by the governing board. (E.C. §51210)*

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

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School students, including all student student groups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.

**ACTIONS TO ACHIEVE GOAL**

All academic content areas will be available to all students, including student groups, at all grade levels.

**MEASURABLE OUTCOME**

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.

**METHODS OF MEASUREMENT**

Student, teacher, course, and grade level schedules.

**STATE PRIORITY #8— OTHER STUDENT OUTCOMES** *Pupil outcomes*

**SUBPRIORITY A - ELA/LITERACY**

**GOAL TO ACHIEVE SUBPRIORITY**

All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.

**ACTIONS TO ACHIEVE THE GOAL**

All students participate in Charter School’s ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading and intervention program; speaking skills to present information, narrative and response to literature as well as expository writing; consultation and collaboration with colleagues to support student-learning goals.

**MEASURABLE OUTCOME**

Annually, all students will progress one grade/skill level each academic year, as evidenced by Benchmark Assessments, students’ grades, and diagnostic assessments.

Annually, all students, including all student groups, unduplicated students, and students with exceptional need, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.

**METHODS OF MEASUREMENT**

Reading running records, interventions, i-Ready diagnostic, formative and benchmark assessments, are used to monitor and track student progress throughout the year as well as CAASPP test results.

**SUBPRIORITY B - MATHEMATICS**

**GOAL TO ACHIEVE SUBPRIORITY**

All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.

**ACTIONS TO ACHIEVE THE GOAL**

All students participate in Charter’s math program. Instructional strategies implemented in math include: direct instruction; spiraling math curriculum; small group work, one-to-one tutoring, mathematics intervention program set by

SSTs and grade level specific needs, small group after-school tutorial; collaboration with colleagues to support student goals and learning.

**MEASURABLE OUTCOME**

Annually, all students will progress one grade/skill level each academic year, as evidenced by Benchmark Assessments, students' grades, and diagnostic assessments.

Annually, all students, including all student groups, unduplicated students, and students with exceptional need, at every grade level score Proficient or higher on the CAASPP statewide test in the area of Mathematics.

**METHODS OF MEASUREMENT**

Formative and Benchmark assessments, interventions, i-Ready diagnostic, are used to monitor and track student progress throughout the year as well as CAASPP test results.

**SUBPRIORITY C - SOCIAL SCIENCES**

**GOAL TO ACHIEVE SUBPRIORITY**

All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.

**ACTIONS TO ACHIEVE THE GOAL**

Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.

**MEASURABLE OUTCOME**

Annually, all students, including all student groups, and students with exceptional needs, will demonstrate proficiency through formal assessments.

**METHODS OF MEASUREMENT**

Assessments include: benchmarks, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, teacher feedback as a form of assessment to demonstrate proficiency.

**SUBPRIORITY D - SCIENCE**

**GOAL TO ACHIEVE SUBPRIORITY**

All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science connected to grade level Next Generation Science Standards (NGSS).

**ACTIONS TO ACHIEVE THE GOAL**

Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.

**MEASURABLE OUTCOME**

All students, including all student groups, and students with special needs, will demonstrate proficiency through formal assessments.

**METHODS OF MEASUREMENT**

Assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations/labs, presentations, projects, rubrics, teacher feedback as a form of assessment to demonstrate proficiency.

**SUBPRIORITY D - VISUAL AND PERFORMING ARTS**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.

**ACTIONS TO ACHIEVE THE GOAL**

Through a variety of learning strategies, including direct instruction and hands on learning experiences students will

study content using the Visual and Performing Arts standards for California Public Schools, kindergarten through grade eight to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts.

**MEASURABLE OUTCOME**

All students, including all student groups, and students with special needs, will demonstrate proficiency through formal and authentic assessments.

**METHODS OF MEASUREMENT**

Formal assessments include: pre and post testing, end of unit quizzes, projects, exams as well as performances.

Authentic assessments include: performances, art submissions to local contests, presentations, peer and teacher feedback as a form of assessment to demonstrate proficiency.

**SUBPRIORITY E - PHYSICAL EDUCATION**

**GOAL TO ACHIEVE SUBPRIORITY**

Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education.

**ACTIONS TO ACHIEVE THE GOAL**

Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade eight to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle.

**MEASURABLE OUTCOME**

All students, including all student groups, and students with special needs, will demonstrate proficiency through authentic, formative and summative assessments.

**METHODS OF MEASUREMENT**

Formal assessments include: pre and post testing, fitness tests and end of unit quizzes.

Authentic assessments include: presentations, performance of physical activities, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.

**SUBPRIORITY F - FOREIGN LANGUAGE (GRADES 7 & 8 ONLY)**

**GOAL TO ACHIEVE SUBPRIORITY**

7th and 8th grade Charter School students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Foreign Language. Students will demonstrate proficiency in College Board A-G approved courses.

**ACTIONS TO ACHIEVE THE GOAL**

Through a variety of learning strategies, including authentic learning experiences students will have the option to study content using the World Language Content Standards for California Public Schools to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.

**MEASURABLE OUTCOME**

All students, including all student groups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments. Student transcripts will demonstrate A-G fulfillment.

**METHODS OF MEASUREMENT**

Formal assessments include: pre and post testing, end of unit quizzes, exams, essays, and projects.

Authentic assessments include: presentations, projects, peer and teacher feedback as a form of assessment to demonstrate proficiency.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed above and below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Student progress will be assessed through a variety of means, which may include, but are not limited to, assessments such as:

- Authentic assessments; student portfolios
- Teacher observation of student performance
- Teacher created benchmark assessments
- Individual Education Plan (IEP) goals
- On-going student monitoring and parent communication utilizing progress reports, phone communication, email communication, parent/teacher conferences, family conferences
- Panorama survey results
- Criterion referenced tests
- State mandated tests for Spanish speaking students enrolled for less than 12 months
- State-mandated assessments including the California Assessment of Student Performance in Progress (CAASPP) tests, the Physical Fitness testing, and the ELPAC, given per state requirements. These forms of assessment tend to be summative and grade level or standards based

### **Use and reporting of data**

The results of these multiple measures of student achievement will be used to evaluate progress. The school staff, led by the Principal, will collect, analyze and review the results of school-wide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs. Parents will be apprised of their students' progress to report cards at the end of each trimester. Also, school-wide data is shared out during our ELAC, SSC, PTG, and Coffee Chats each month.

Teachers will use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. The progress of EL students will be monitored using the ELPAC, teacher evaluations, and parent input. Students who have been re-designated as English proficient will be monitored for at least two years following their re-designation.

Students who are not meeting the grade level standards may be referred to the Student Success Team (SST). Students will be offered support and tier 2 or tier 3 interventions, and/or tutoring. To the degree a student may qualify for special education services, students will be referred for assessment in conformity with state and federal law.

The Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

### **Programmatic Audit**

Cielo Vista Charter School will compile and provide PSUSD an annual performance report before December 1 of each year, for the preceding school year. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element Two from assessment instruments and techniques listed in Element Three
- An analysis of whether student performance is meeting the goals specified in Element Two. (This data will be displayed on both a school wide basis and disaggregated by major racial and

ethnic categories to the extent feasible without compromising student confidentiality, the Family Education Rights and Privacy Act)

- A summary and analysis of the school's performance on state-mandated assessments, including the Academic Performance Index or alternative Academic Performance Index
- A summary of major decisions and policies established by the school's governing board during the year
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year
- Information demonstrating whether the school achieved the objectives in charter Element Seven, related to achieving a racially and ethnically balanced student population
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended
- Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally
- PSUSD may visit CVC at any time for any reason
- Completed by December 15<sup>th</sup> of each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of PSUSD, and the California Department of Education
- Review any audit exceptions of deficiencies and report to the school's Governing Board with recommendations on how to resolve them
- Report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved
- Disputes regarding the resolution of audit exceptions and deficiencies will be referred to dispute resolution process contained in Element Fourteen

CVC shall use the template developed by the State Superintendent to provide a Local Control Funding Formula (LCAP) budget overview for parents starting July 1, 2019 and each year thereafter.

## **ELEMENT 4: Governance**

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

### **4.1 Legal Status**

Cielo Vista Charter School (“CVC” or “Charter School”) is a public charter school within the Palm Springs Unified School District (“PSUSD” or “District”). CVC shall be governed pursuant to the Bylaws adopted by the CVC Governing Board (“the Board”), as subsequently amended from time to time and which shall be maintained to be consistent with this charter and the requirements of the Brown Act, Government Code 1090 and the California Political Reform Act.

### **Section I. Number**

The CVC Governing Board shall be seven (7) members. Each Board position shall have one (1) vote.

### **Section II. Members**

Cielo Vista Charter School will be governed by the CVC Governing Board consisting of one (1) Cielo Vista certificated member, one (1) Cielo Vista classified members, two (2) Cielo Vista parent members, and three (3) Board-appointed community members with the possibility of a current PSUSD Board member, or community member with an interest in education. All Board members shall be voting members. Additional non-voting members may be selected for the CVC Board and may include additional parents and community members. Non-voting advisors required to be in attendance of Board meetings shall be all CVC administrators and the accounting technician.

### **Section III. Eligibility Requirements**

- Nominees for Governing Board membership may not be related to any other nominee or Board member (i.e.: marriage, sibling, parent, grandparent).
- Parent nominees must have a child in attendance at CVC during the length of his/her full term.
- Parent nominees may not be employed by CVC or PSUSD. Nominees may not be, or be related to a current Charter School employee and/or an employee of PSUSD.
- CVC certificated or classified nominees with children currently enrolled at CVC may serve as a CVC certificated or classified representative, but not a parent representative.
- The community members who are appointed by the CVC Governing Board should have a connection to the CVC community and help promote the mission of providing a safe nurturing environment to pursue academic excellence, environmental stewardship, and social accountability. The community members may not be employed by CVC or PSUSD or be related to a current charter school employee and/or employee of the PSUSD (ie. marriage, sibling, child, parent, grandparent).

### **Section IV. Terms of Office, Election, and Community Member Appointment**

The length of service for a CVC Governing Board position shall be two school years from July 1 to June 30.

All Governing Board members will be elected for two-year terms. For the initial board, the Board President, Vice President and Secretary will serve for a three-year term. This will ensure that future elections will be staggered. A board member can serve a maximum of two consecutive terms. After the two terms are served, they may run for re-election after two years.

A Governing Board member who has been appointed, for the purpose of filling a vacancy, by the Board to serve an unexpired term, will serve until the upcoming Board election. At that time, the appointed member may run for his/her position if he/she wishes to continue service. Terms of office will begin on the date of a June Board meeting.

No individual will receive a salary or other compensation for services rendered as a member of the Governing Board.

The CVC Governing Board bylaws shall govern its existence. A copy of these bylaws is available at the Charter School. Upon the election and appointment of a new CVC Board, members will create and establish new Cielo Vista Charter School Governing Bylaws. After initial by-laws are adopted, any changes to CVC Governing Board Bylaws must be shared with stakeholders 30 days prior to a vote. Stakeholders should communicate any concerns in writing to the Governing Board.

### **Selection**

Open CVC Governing Board positions will be announced to staff and parents by April 1 of each year. Any person eligible may nominate him/herself. A Call-to-Serve letter will be distributed to current parents and staff to fill Governing Board vacancies.

A written biography of each nominee must be submitted to the office within 10 days of the date of the Call-to-Serve letter being sent out with elections to follow. Election information will be written in English and Spanish and voting shall be held prior to the end of each school year. The name and biography of each nominee will be on each ballot. Elections must be completed by May 1 of each year.

In the event the position(s) are not filled by the Call-to-Serve, such unfilled position(s) will be appointed by the CVC Governing Board in accordance with the previously stated criteria.

### **Election**

Administration will oversee the voting process to ensure its integrity and maintain the security of the ballots.

Election of parent representatives to the Governing Board shall be by ballot. Names and biographies of all parent nominees will be written in both English and Spanish. These shall be sent to all families with students attending CVC that election year. Voting will take place on the CVC campus; one vote per family. Elections must be completed by May 1 of each year.

Certificated and classified Governing Board Members will be elected by CVC employees only. Elections must be completed by May 1 of each year.

The appointment of the community members will be nominated and voted on by the CVC Governing Board. After the initial meeting of the newly elected Board, nominations for community members will be considered, and up to three members will be voted in by November's Board Meeting. This process will take place in the Fall every two years unless the community member resigns or is excused before the end of the term. In this case, the Board will nominate and appoint a new community member within two months of the opening.

### **Termination, Resignation, and Vacancies**

A member of the CVC Governing Board may be asked to resign or may be excused from the Board if during his/her term of office:

- A Member misses three consecutive Board meetings without Board approved special circumstance exception.
- A Parent Member becomes an employee of CVC or the District.
- A Parent Member no longer has a child in attendance at CVC.
- A Member is found to have engaged in an act of misconduct as determined by the CVC Board. If this occurs, PSUSD shall be notified.
- A community member who becomes a parent or employee of CVC.
- A CVC certificated or classified member is no longer an employee at CVC.

At any time a member of the CVC Governing Board may choose to resign.

### **Filling Vacancies**

The nominating committee may fill vacancies as and when it sees fit. If the number of members falls below seven (7), the nominating committee shall act to fill the vacancy during the next election.

The nominating committee is in existence and ready to act at all times. The nominating committee shall consist of two (2) teachers and two (2) parents selected by the Principal.

### **Quorum**

A majority of the Governing Board Members currently in office (but no fewer than four) constitutes a quorum of the Board for the transaction of business.

CVC shall have autonomy over its budget and expenditures. CVC shall be responsible for preparing financial statements and reports, including but not limited to its operational budget, startup costs, and cash-flow. CVC shall be responsible for all administrative services, including but not limited to staff payroll services, information technology services, and mailroom services. CVC may contract with the District to purchase financial preparation services, administrative services, and other services from PSUSD through a separate written memorandum of understanding.

### **Decision-Making Process Duties and Responsibilities**

Charter schools are governed by boards, not by individual board members or individual stakeholders. While understanding their separate roles, the CVC Governing Board, Principal(s), parents and staff work together as a governance team in operating Cielo Vista Charter School. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policies identify the role of the CVC Governing Board.

The CVC Governing Board will make decisions, in which school stakeholders are represented. The Board is designed to:

## **ROLE OF THE GOVERNING BOARD**

### **Vision and Strategic Plan**

- Promote, guard, and guide the mission and vision of the Cielo Vista Charter School
- Include parents, community members, and school personnel as active partners
- Guarantee that stakeholders model a collaborative, consensus-building school culture
- Reviews, provides input, and approves the one-year (Action Plan) and five-year Strategic Plan submitted by the Principal
- Support the Principal to ensure that the School Mission and Strategic Plans are reflected in the day-to-day operations of CVC, including ensuring that the curriculum and adopted programs align with the school's mission
  - To meet this goal, Governing Board Members are required to visit a variety of classrooms once a trimester.

### **Academic Performance Monitoring**

- Ensure that decisions regarding policy and practices implemented at CVC are focused on achieving the educational student outcomes outlined in the petition for short-term and long-term goals
- Review Principal created reports reflecting student performance based on state-mandated assessments; discuss setting goals for student achievement on state and national assessments
- Support CVC Principal in implementing the goals for student achievement on such assessments
- Ensure Principal implements Governing Board adopted policies to accomplish the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures

### **Staffing and Personnel**

- Responsible for approving the hiring and termination of CVC Charter, upon nomination and recommendation of the Principal, in accordance with the PSTA and Teamter bargaining agreements
  - When a personnel issue arises, by law, it must be discussed in closed session. Only the Board appointed community members may be present along with the Principal. If a vote on the issue is needed, the three Governing Board-appointed community members constitute a quorum of the Board for the transaction of this business.
- Ensure that all school personnel are evaluated based on the PSTA, Teamsters, and PSUSD process
- Support the Principal in implementing all personnel policies, including the school's internal complaint procedures
- Conduct the final interview(s) and hires the Principal after recommendations are given by the Hiring Committee

### **Parent, Student and Community Relations**

- Involve staff members in educational program development
- Process parent complaints according to Element 14 of the petition
- Hear and decide student expulsion recommendations
- Hear and decide student suspension appeals
- Review and approve student and parent policies and any proposed amendments thereto

- Attend a required school activity once a month which may include, but are not limited to: coffee chats, concerts, PTG meeting, sporting events, ELAC meetings, and/or dances to build community relations
- Once the school calendar is set for the year, sign up for a variety of events to meet their once a month community relations commitments

### **Finance and Budget**

- Review, adopt and monitor the annual budget and interim and annual financial statements
- Monitor annual fiscal audit and performance reports; presented by the Principal and Account Technician II
- Monitor the response to the audit report and implementation thereof
- Approve or deny all contracts for proposed after-school programs from outside vendors

### **Facilities**

- Make recommendations and approve changes to facilities needs and policies
- Research school sites as needed, and funding and facilities options
- Enter into financing and building contracts

### **Governing Board Internal Business**

- Comply with the Ralph M. Brown Act and receive annual training on Brown Act compliance
- Comply with the specifications of Robert's Rules of Order and receive annual training on Robert's Rules of Order
- Create/update and vote on Board ByLaws
- Select a Board President, Vice President, and Secretary
- Meet monthly or as needed
- Develop and amend CVC Board bylaws according to the procedures written in the petition
- Develop proposed charter amendments, subject to the approval of the chartering authority
- Recruit, nominate and appoint community Board Members
- Orient new Board Members
- Develop and implements yearly CVC Board self-evaluation
- Re-evaluate its self-evaluation process from time to time

### **Charter Performance and Renewal**

- As needed, review Charter School renewal proposals and reports
  - The above is evidenced by minutes and agenda on BoardDocs, accessible to the public on our school website.

## **GOVERNING BOARD OPERATIONS**

### **Roberts Rule of Order**

Absent a policy to the contrary, the business of the Governing Board (the “Board”) of Cielo Vista Charter School at its meetings will be conducted in accordance with the specifications of Robert's Rules of Order. Any member may rise to a point of order under these rules, which action shall take precedence over all other business before the Board.

### **Polling of The CVC Governing Board**

Voting on resolutions shall be by the polling of voting Board members. The minutes shall record the person making the motion, the person seconding it, and the names of the Board Member voting for and against the motion or abstaining, as well as the Board members who are absent. Secret ballots and proxies are prohibited.

### **Governing Board Member Compensation and Reimbursement of Actual and Necessary Expenses**

Board members shall serve without compensation. Board members may, however, be reimbursed for actual and necessary expenses related to the school business in accordance with the School's fiscal policies and budget.

### **Officers, Principal(s) and School Liability Insurance**

Cielo Vista Charter School will maintain adequate Insurance to protect CVC against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the School and its Governing Board members or officers acting on behalf of the School.

### **Appointment of Governing Board Committees**

Consistent with the Charter, bylaws, and other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee's responsibilities and authority, and shall specify whether the committee shall be a standing or limited-term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements. Specifically, unless otherwise specified in Board bylaws, parent/teacher associations and/or parent committees shall be advisory only.

### **Governing Board Election/Nomination Process**

The Board shall carry out its election and nomination process consistent with the requirements of its Charter and bylaws. Should the Charter and bylaws not address any issue, which may arise, the Board may adopt regulations which address such concerns. Should the Board wish to alter its election or nomination process, it must do so consistent with any requirements of its Charter, unless a Charter is revised.

### **Governing Board Member Resignation**

Board members may submit a resignation at any time during his/her term but should give due consideration, as to the timing of the resignation, concerning the impact resignation may have upon the Board. While a resignation must be acknowledged by the Board at the next regularly scheduled meeting following notice of the resignation, assuming it may be probably properly ajenized, a Board member's resignation need not be accepted by the Board. The resignation becomes effective once brought to the attention of the Board.

### **Governing Board Member Removal from Office**

A Board member may be removed from office by a vote of two-thirds of the Board following a motion made in open session for the removal of the Board member. A motion to remove a Board member may not be made in closed session.

### **Dispute Resolution with Granting Agency (PSUSD)**

Any dispute that may arise with the granting agency (PSUSD) must be handled in strict accordance with the dispute resolution process outlined in the Charter. Should the Governing Board wish to amend the dispute resolution process it must amend the Charter to do so.

## **CODE OF ETHICS FOR GOVERNING BOARD MEMBERS**

As a member of the Board, I shall promote the best interests of CVC as a whole and, to that end, shall adhere to the following ethical standards:

### **Equity in Attitude**

I will:

- Be fair, and impartial in all my decisions and actions
- Accord others the respect I wish for myself
- Encourage expressions of different opinions and listen with an open mind to others' ideas

### **Trustworthiness in Stewardship:**

I will:

- Be accountable to the public by representing CVC policies, programs, priorities, and progress accurately
- Be responsive to the community by seeking its involvement in CVC affairs and by communicating its priorities and concerns
- Work to ensure prudent and accountable use of CVC resources
- Make no personal promise or take private action that may compromise my performance or my responsibilities

### **Honor in Conduct**

I will:

- Tell the truth
- Share my views while working for consensus
- Respect the majority decision as the decision of the Board
- Base my decisions on fact rather than supposition, opinion, or public favor

### **Integrity of Character**

I will:

- Refuse to surrender judgement to any individual or group at the expense of CVC as a whole
- Consistently uphold all applicable laws, rules, policies, and governance procedures
- Not disclose information that is confidential by law of that will needlessly harm CVC if disclosed

### **Commitment to Service**

I will:

- Focus my attention on fulfilling the Governing Board's responsibilities of goal setting, policymaking, and evaluation of programs and data
- Diligently prepare for and attend Board meetings

## **Parent Involvement**

The Charter School recognizes the role of parents as the primary educators of their children. One goal of CVC is empowering parents as educational partners. Parent participation at the school influences the development of the total school and its components. Parents have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is important. Any parent desiring to go on a field trip or to be with a child not under the direct supervision of a school employee must be approved to participate through the District's Volunteer Program to be in compliance with AB 346.

Parents can be involved in a variety of ways, which include, but are not limited to:

- Be an active member of the Parent Teacher Group (PTG)
- Attend parent nights
- Participate in English Learner Advisory Committee (ELAC)
- Attend assemblies
- Participate in school-wide activities
- Serve on the Governing Board
- Attend monthly Governing Board meetings
- Volunteer in the classroom
- Volunteer on field trips
- Help with annual fundraisers
- Run for School Site Council; Attend monthly SSC meetings

## **Compliance with Applicable Laws**

As a public charter school, CVC shall comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety.

CVC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. CVC shall not charge tuition. CVC shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55.

CVC will adhere to the Political Reform Act (Government Code section 81000 et seq.) and will adopt and promulgate a conflict of interest code that incorporates by reference the Fair Political Practices Commission's standard conflict of interest code at 2 CCR section 18730.

By the terms of this Charter and applicable law, the Charter School is obligated to comply with the requirements of Government Code Section 1090 et seq., the Political Reform Act, the Brown Act, and the California Public Records Act. In the event that the laws/rules/provisions of Government Code Section 1090 et seq. and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

CVC shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult

with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

As the chartering authority, the CVC Governing Board has agreed to send PSUSD a yearly financial report. The CVC Governing Board will be responsible to ensure CVC is in compliance with all reports required of charter schools by law, monitoring the fiscal condition of CVC, and initiating the revocation process where appropriate.

PSUSD shall be the public school employers of the employees of the Charter School for the purposes of the Education Employment Relations Act (“EERA”). CVC shall use its decision-making authority with respect to hiring, evaluating and releasing employees in conjunction with the District’s Human Resources Department and all collective bargaining agreements. PSUSD will review CVC’s documentation for the recommendation for non-reelection of an employee before a final decision is made. This will ensure all applicable procedures have been followed. If an agreement cannot be reached on any issue, the CVC Governing Board shall have all authority using the applicable procedure outlined in all collective bargaining agreements. CVC understands that a nonrelect employee would not be reabsorbed into the district after all collective bargaining interventions and steps for support have been exhausted.

In the event that PSUSD revokes the charter from CVC, the Charter School will retain the right to petition the county or another state approved entity for approval to act as a charter school.

- This can be evidenced with Governing Board minutes and agendas.

Pupils and parents/guardians have the right to have their personal information and directory information excluded from Governing Board minutes except as required by judicial order or federal law. This information includes name, address, telephone number, date of birth, email address, field of study, participation in activities/sports, weight/height, dates of attendance, degrees and awards, and most recent school attended and any other information designated by the Charter School as directory information.

## **PROCEDURE FOR POLICY**

The successful operation of Cielo Vista Charter School requires that the actions of the Governing Board and administrative staff be known and understood by students, employees, and members of the community. These groups as well as individuals should also have the opportunity to affect School action.

The process for adoption and publication of policies and programs in Cielo Vista Charter School includes the following elements:

### **1. Raising a Policy/Program Issue**

Any person within the CVC community, including teachers, administrative staff, other staff members, parents/guardians may raise a potential policy issue. At the School level, the individual that raises the policy issue shall communicate that issue to the Principal, or his/her designee, on a form approved by the CVC Governing Board for that purpose. The Principal, or his/her designee, shall communicate the policy issues to the Board (“Policy Committee”) within one week of receiving the policy issue.

Any member of the CVC Governing Board may raise a potential policy issue by communicating that policy issue to the Principal.

**2. Investigating a Policy Issue** - Once the Governing Board receives notification of a policy issue, the Board shall determine the appropriate means to investigate the policy issue. The Board may, in its discretion, investigate the matter itself or delegate the investigation to an appropriate person or group of persons.

**3. Policy Drafting** - Once the Governing Board has investigated the issue, the Board shall convene a meeting to discuss whether to draft the policy and decide any outstanding issues relating to drafting the policy. The Board shall then undertake to draft the policy itself, or delegate the drafting into an appropriate person or group of persons.

**4. Adoption, Revision and repeal of Policy** - Policies shall ordinarily be submitted by the Principal or stakeholder to the Governing Board at a regular or special Board meeting and shall be adopted, revised, or repealed by a majority vote. The adoption, revision, or repeal of policy or programs shall be made in an open and public manner at a regular or special school Board meeting.

**Appeal Procedure** - In the instance a stakeholder disagrees with the Board’s decision, the stakeholder can appeal the decision one time. The stakeholder needs to gather written requests from at least five other stakeholders requesting the Board to revisit the policy decision. These written requests must be submitted to the Board within ten days of the Board’s original vote. At the next regularly scheduled Board meeting, stakeholders have the opportunity to give public comment on the policy decision that

they are appealing. The Board will readdress the request and follow the voting procedures outlined in number four above. This decision of the Board is final.

**5. Communication and Public Involvement in Policy Adoption** - An opportunity for interested parties to be heard before adoption, revision, or repeal of policy shall be made.

Retention and organization of adopted policies, rules, regulations, and procedures shall be made in a policy binder maintained by the Secretary of the Governing Board with the assistance of school staff.

Publication and availability of all policies, currently in effect within Cielo Vista Charter School, shall be made to any interested person during the regular business hours of the School. Additionally, all policies are viewable on the school's website. To ensure a basic level of awareness and institutional understanding, a copy of the policy binder shall be provided to all members of the Governing Board who shall be personally briefed on key aspects of the policies by a member of the school staff.

**Review and/or Revision of Existing Policies**

Before the end of every school year, the Governing Board shall complete a review of all the existing policies of the school. Upon completion of the review, any policies needing revision will be discussed at the next regular Board meeting. The Board shall follow the procedures required for policy creation in the revision of existing policies. The Board may receive assistance from individuals, or groups of individuals, as it deems necessary, in reviewing the existing policies of the School to determine whether a policy requires revision.

## **ELEMENT 5: Employee Qualifications**

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

### **Code of Professionalism**

Cielo Vista Charter School staff members will be a dedicated group of professionals who are bound by a common philosophy and believe that all children can learn. Staff members at CVC will be actively committed to working together and ensuring that our mission and vision is upheld. The staff will be proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students’ academic and social growth, and will fulfill all required duties and responsibilities.

All CVC staff members believe in a growth mindset model that demonstrates that all children can be successful learners, and that failure is not an option. In order to make this belief a reality, CVC will offer a wide variety of education opportunities and experiences. The professionals who work here will:

- Commit to his/her work and the mission and vision of the school
- Connect to the students
- Value coaching in order to grow as a professional
- Collaborate in order to share best practices
- Demonstrate character that is worthy of a role model
- Lead in various capacities to help move the school in a positive direction
- Seek professional growth opportunities

### **Employee Qualifications**

All hiring for CVC will follow PSUSD’s policies for recruitment and hiring, including health and background checks, and collective bargaining agreements, as applicable.

All certificated, classified and any other non-administrative employees will interview and be selected by a CVC interviewing panel. This panel will consist of at least one administrator and at least one classified or certificated employee. All employment decisions will be approved by the CVC Governing Board.

### **Teachers/Certificated Employees Qualifications**

All CVC teachers will be required to have a California teaching credential equivalent to that which would be required in any other California public school. Teachers will teach within their credential authorizations. All teachers will be required to have their CLAD certification or complete it within two (2) years. All teachers will be required to have their GATE certification or complete it within two (2) years.

### **Non-instructional Staff/Classified Employees Qualifications**

All non-instructional staff will possess experience and expertise appropriate for their position within the school. Classified employees will share in the school’s fulfilling the goals of CVC’s vision and mission. Employees will meet or exceed the criteria outlined in the job description.

### **Qualifications of all positions other than certificated, administration, and classified positions**

These employees will share the school philosophy, hold a high school degree, or a GED, pass a health and background check requirement for the position and demonstrate an in-depth knowledge in their area of expertise.

### **Principal and Assistant Principal(s) Qualifications**

The CVC Principal must hold a California state teaching credential, California state administrative credential and a Master's Degree. The Principal must have in-depth knowledge of curriculum and instruction techniques at the elementary and middle school levels. The Principal must have a clear vision of what constitutes a well-educated student. The Principal must exhibit leadership and facilitation skills necessary to work in a collaborative and decentralized decision making model. The Principal will be evaluated by PSUSD Educational Services and the CVC Governing Board.

The Principal and/or Assistant Principal will manage the day-to-day operation of the instructional program and staff. Based on PSTA, Teamsters, and PSUSD personnel policies the CVC Governing Board will have all final decision making on the hiring and firing of all personnel.

### **Principal Instructional Leadership Duties**

- Articulate the School charter to the public
- Be compassionate in relationships with school stakeholders, steadfast in moving the School's agenda forward
- Possess knowledge of and ability to carry out the financial structure and management needs of a charter school
- Have experience in a multicultural setting
- Possess proven organizational leadership
- Have deep understanding of current and changing curriculum, standards, and teaching strategies to facilitate, model, and teach staff
- Evaluate certificated and classified staff including orientation and training to prepare staff for evaluation for all teachers; recommend appropriate action in cases of substandard performance in accordance with all collective bargaining agreements.
- Assign, supervise, and evaluate paraprofessional personnel and substitute teachers; help to supervise appropriate volunteers
- Develop the master program of the school including room assignments, teacher assignments, pupil/data processing system and school organization
- Support the most effective use of facilities, grounds, equipment, and materials including library, safety program, textbooks, and technology program
- Confer with pupils, teachers, law enforcement officers, and public agencies or group representatives to resolve serious pupil academic, attendance, and behavioral problems
- Confer with community organizations to examine programs that further the school program
- Support and maintain an effective school administrative organization with clear lines of responsibility and with the necessary delegation of authority, identify and encourage teachers and leadership potential
- Conduct frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes
- Perform related duties as assigned
- Create reports reflecting student performance based on state-mandated assessments, provide copies to the Governing Board, review the performance with the Board and provides input to the Board when setting goals for student achievement on state and national assessments
- Implement CVC Board adopted policies to accomplish the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures
- Hire and evaluate the Assistant Principal(s) using evaluation forms and tools created by PSUSD.

### **Principal Selection Procedure**

- CVC has chosen to hire the services of PSUSD Human Resources to prescreen applicants and disqualify those who do not meet the qualifications.
- During the pre-screening process, community stakeholders will be given the opportunity to give input as to what characteristics and qualifications they would like to see in the new Principal.
- After round one interviews are conducted by the Principal Hiring Committee, applicants are ranked by how closely each candidate addresses the interview questions. Highly qualified candidate(s) will move forward to round two interviews with the CVC Governing Board.
- Round two interviews will be conducted by the CVC Governing Board. The CVC Board has all final rights on the decision.

Principal Hiring Committee - The committee will consist of:

- Three Classified Employees chosen by CVC Classified staff
- Three Certificated Employees chosen by CVC Certificated Staff
- PSTA President
- Two PSUSD Cabinet members
- One parent who currently serves on the CVC Governing Board

### **Principal Evaluation**

As CVC prides itself on having a growth mindset, an annual evaluation of the principal will be conducted. This evaluation will be conducted by the three community members from the CVC board in closed session. By the end of September, the principal will meet with the designated board members to determine his/her personal three goals for the year based on the California Administrator Performance Expectations(CAPE). CVC Governing Board will use evaluation forms and tools created by PSUSD HR. If an administrator does not meet rubric standards and expectations, Principal will be placed on a PSUSD Management Assistance Plan. The CVC Governing Board President will contact the PSUSD Educational Instructional Services Director and share completed evaluation forms. If the Principal does not improve in the specific timeline for improvement provided, then principal dismissal procedures may start. During dismissal procedures, CVC Governing Board President must maintain consistent communication with the PSUSD Educational Instructional Services Director in regards to their actions and process.

### **Principal Dismissal Procedures**

At any time the CVC Governing Board shall start procedure for the dismissal of a principal who is not performing his/her duties. The CVC Board will be required to document the issue using PSUSD documentation forms and tools. The CVC Governing Board shall use its decision-making authority with respect to releasing a principal who has received subpar performance reviews in conjunction with the District's Human Resources Department procedures. PSUSD will review CVC's documentation for the recommendation for the dismissal of a principal. This will ensure all applicable procedures and laws have been followed. CVC understands that a principal who has been dismissed would not be reabsorbed into the district, but would have to apply for any future positions.

### **Assistant Principal Duties**

The Assistant Principal will be under the direct supervision of the Principal of CVC. The Assistant Principal will be responsible for the planning, organizing and implementation of a wide variety of functions, which could include attendance, discipline, staff evaluation, in-service programs, counseling services, intramural, etc. The Assistant Principal will be a member of the administrative team and will have the opportunity to work collaboratively in assuming specific responsibilities as determined by the Principal.

As funds become available, a third administrator may be hired.

### **Assistant Principal Selection Procedure**

- CVC has chosen to hire the services of PSUSD Human Resources to prescreen applicants and disqualify those who do not meet the qualifications.
- After round one interviews are conducted by the Assistant Principal Hiring Committee, applicants are ranked by how closely each candidate addresses the interview questions.
- The final candidate will be approved by the CVC Governing Board.

Assistant Principal Hiring Committee - The committee will consist of:

- One Classified Employee chosen by CVC Classified staff
- One Certificated Employee chosen by CVC Certificated Staff
- Current CVC Principal

### **Teacher Duties**

The vision of CVC Charter is to light the love of learning for every student, every day. All members of CVC, work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential through high academic expectations, while nurturing social and emotional needs for the development of the whole child.

Teachers at CVC believe in the freedom to learn and to teach, with a guarantee of equal educational opportunity for all, which is essential to fulfilling the school's mission. All teachers recognize and accept the responsibility to educate every student according to the highest ethical standards.

CVC teacher attributes should include:

- Awareness of and sensitivity to professional teaching standards
- Ability to communicate with parents and see parents as a resource
- Good organizational skills
- Willingness to plan and work collaboratively with peers in support of student achievement and high academic performance
- Open to input and feedback regarding professional growth and performance
- Follow policies, procedures, and mandates that support the goals and objectives outlined by the Charter and State
- Promote and support multiculturalism
- Open and receptive of involvement of parents, volunteers, and community at large
- Encourage staff, children, and parents to grow and learn within the school community and set high expectations

- Willingness to train and receive staff development in all skills necessary to improve student achievement
- Willingness to support the School's mission and vision
- Knowledgeable of effective teaching practices with diverse student populations
- Knowledgeable of effective teaching-strategies and Common Core practices
- Familiarity with and/or willingness to be trained in the Schools' curriculum sequence and learning styles
- Exhibit the qualities of an effective teacher
- Develop data-driven lesson plans and instructional materials to provide individualized and small group instruction to adapt the curriculum needs of each pupil
- Demonstrate an ability to work as colleagues in Professional Learning Communities PLC to maximize student achievement. Student learning is the focus of all collaboration and staff development. Teachers must be able to work as a team with other faculty, students, and parents
- Provide leadership for the school for example: initiate proposals, expand opportunities for the school to accomplish its goals, and/or inspire others to work toward high standards

### **Accounting Technician**

Under the direction of the Supervisor – Accounting, perform a variety of technical accounting duties in the review, evaluation and adjustment of assigned accounts; maintain, audit and reconcile assigned accounts; prepare, maintain and ensure accuracy of various financial records and reports.

#### **Duties and Responsibilities of Account Technician may include but not be limited to:**

- Perform a variety of technical accounting duties in the review, evaluation and adjustment of assigned accounts; provide technical accounting support for various accounts and functions such as accounts payable, accounts receivable, payroll and purchasing; audit accounts for errors and make appropriate adjustments.
- Maintain, audit and reconcile assigned accounts; assemble, match, sort, tabulate, check and post a variety of financial and statistical data including income and expenditures; review, adjust and ensure accuracy of journal entries; balance and adjust accounts.
- Review, process and evaluate purchase orders, warrants and invoices, as assigned; prepare invoices for payment; process inter-department charges and deposit permits; verify invoices and match with purchase orders; issue and distribute accurate payments to purchase orders as directed.
- Type and input a variety of financial and statistical data into an assigned computer system; maintain various automated records and files; initiate queries, manipulate data, develop spreadsheets and generate a variety of computerized reports and statements; ensure accuracy of input and output data.
- Reconcile and process accounts payable, travel, banking and payroll information; match invoices and receivables with purchase orders and submit for approval for payment; create and issue invoices to outside organizations.
- Research, compile, prepare and revise financial data related to assigned accounts and activities; prepare and maintain a variety of auditable financial records, reports and files related to accounts, income, expenditures, transfers, purchase orders, invoices, budgets and assigned activities; investigate discrepancies of financial information and documentation.

- Maintain contact with vendors to modify and clarify invoices and resolve discrepancies as required; follow-up on purchase orders, invoices, warrants and payments as needed; process and issue payments to reimbursement claims as assigned.
- Process accounts receivable as assigned; reconcile cash accounts; receive, verify and process deposits; check money totals against receipts and invoices to ensure accuracy; prepare invoices and arrange for billings as directed.
- Process and evaluate various forms and applications as assigned; compare and reconcile forms, statements, records, reports and other financial documents; identify errors and resolve discrepancies; initiate account transfers as needed.
- Assist designated departments and programs in the maintenance and evaluation of budgetary records and data, as assigned; monitor funds for income and expenditures; calculate, prepare and revise budgetary data.
- Operate a variety of office equipment including a calculator, copier, computer and assigned software.
- Perform various clerical duties in support of assigned functions as required; prepare routine correspondence; duplicate and distribute materials.
- Communicate with District personnel, and outside contacts to exchange information and resolve issues or concerns; respond to inquiries of staff and administration regarding financial procedures.

### **Paraprofessional**

Under the direction of the Principal, assist a certificated teacher in reinforcing instruction to individual or small groups of students in an assigned classroom; assist in the preparation of instructional materials and implementation of lesson plans; perform routine clerical and supportive tasks for instructional personnel.

#### **DISTINGUISHING CHARACTERISTICS:**

The Paraprofessional I classification is the entry-level in the series and performs more routine paraprofessional functions that are performed with less independence. Assignments are generally limited in scope and are set within procedural frameworks established by higher-level positions. The Paraprofessional II position is the journey-level in the series and is distinguished from the Paraprofessional I by increased experience working with children in Special Educational or organized learning environments, the difficulty and complexity of the tasks and by a wider scope of responsibilities. The Paraprofessional II may also work with students in the absence of a certificated staff member.

#### **Duties and Responsibilities of Paraprofessional may include but not be limited to:**

- Assist a certificated teacher in the implementation of curriculum, presentation of learning materials and instructional exercises to individual or small groups of students.
- Tutor and lead individual or small groups of students reinforcing instruction in basic academic subjects and with learning assignments including reading, writing, spelling and computer learning programs as directed by the teacher.
- Confer with the teacher concerning lesson plans and materials to meet student needs; monitor and oversee student drills, practices and assignments in various subjects.
- Adapt activities, assignments or materials under the direction of an assigned teacher; assist students in completing classroom assignments, homework and projects in various academic subjects.
- Perform a variety of clerical duties and supportive tasks in support of classroom activities such as preparing, copying and filing instructional materials.
- Ensure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.

- Monitor students during outdoor activities such as lunch, recess and field trips as directed; report incidents or progress regarding student performance and behavior; escort students to and from designated school locations.
- Set-up work areas, supplies and equipment in the classroom for student use; correct daily assignments.
- Operate a variety of classroom and office equipment including audio-visual equipment, a computer and assigned software.
- Ensure the health and safety of students by following established District policies, practices and procedures; maintain classroom learning environment in a safe, orderly and clean manner.
- Communicate with teachers, personnel and others to exchange information and resolve issues or concerns; provide teachers, and school administrators with relevant feedback and information on students' progress through observation and daily contact.
- Maintain confidentiality of student information; prepare files, logs and documentation as required.
- Attend meetings and in-services as assigned.

### **Administrative Assistant:**

Under the direction of an assigned administrator, perform varied and responsible secretarial and administrative duties to relieve the administrator and other District personnel of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned administrator; maintain calendars, coordinate and schedule various appointments and meetings.

### **Duties and Responsibilities of Administrative Assistant may include but not be limited to:**

- Perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications; assure smooth and efficient office operations.
- Provide administrative support for other District personnel and/or Board of Education members as assigned; perform public relations and communication services for an administrator; receive, screen and route telephone calls; take and relay messages as appropriate.
- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; respond to inquiries from staff, students, parents, and/or the public; provide technical information and assistance related to office or program operations, policies and procedures.
- Coordinate and schedule various appointments and meetings; make travel arrangements; reserve facilities; prepare and assure proper completion of reimbursement forms; maintain and coordinate calendars for multiple personnel as assigned; prepare and disseminate calendar of events; coordinate and arrange special events and activities as directed.
- Input a variety of data and orders into an assigned computer system; initiate queries and generate a variety of computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data.
- Compose correspondence independently on a variety of matters including those of a confidential nature; compile and type various letters, forms, reports, contracts, packets, statistical data, lists and other materials as directed; prepare, format, edit, proofread and revise written materials; design and create award certificates.

- Research, compile and verify a variety of information; compute statistical information for a variety of reports; process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.
- Prepare and maintain a variety of data, records and reports related to office programs, financial activity, personnel and assigned duties; assure accuracy and completeness of data, records and reports; establish and maintain filing systems.
- Provide back-up coverage for the Receptionist for breaks and lunches as assigned.
- Train and provide work direction to substitutes or other staff as directed.
- Track employee absences and submit information to payroll as assigned; complete monthly reports absence reports for classified and certificated personnel.
- Coordinate technology equipment inventory and oversee equipment check in and out process; obtain and verify technology equipment quotes for District and schools as directed.
- Prepare, monitor, process and code purchase orders and invoices for assigned office or program as directed; monitor office or program expenditures and budgets; reconcile assigned accounts; initiate budget transfers as directed; maintain auditable records.
- Monitor inventory levels of office supplies; order, receive and maintain inventory of office supplies, awards, uniforms, furniture and other office equipment.
- Communicate with other administrators, personnel, vendors and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Operate a variety of office equipment including a multiple line phone system, calculator, copier, fax machine, computer and assigned software.
- Compose on-line board agendas for regular, closed and special board meetings; compile and organize appropriate background materials and other information related to Board agendas. Attend a variety of meetings; prepare related notices, reports, presentations, background materials, and agendas; collect and compile information for meetings and projects; record and transcribe minutes; prepare and distribute minutes, updated records, statements, documents and reports to appropriate personnel.
- Order and pick up food/catering for meetings.

### **Custodian**

Under the direction of the Manager – Custodial Services, perform routine custodial duties at various sites during assigned day and night shift to maintain buildings, classrooms, offices and adjacent ground areas in a clean, orderly and secure condition.

### **Duties and Responsibilities of the Custodian may include but not be limited to:**

- Perform routine custodial duties at various sites during an assigned day and night shifts to maintain school buildings, office space, grounds and parking lot areas in a clean, orderly and secure condition.
- Clean classrooms, offices, cafeterias, libraries, multipurpose rooms, staff areas and other facilities of an assigned site; sweep, scrub and mop floors; vacuum rugs and carpets in classrooms, offices and other work areas; spot and deep clean carpets.
- Clean, scrub and disinfect student and staff restrooms; wash windows and interior and exterior walls; polish metal work, clean sinks, mirrors and other bathroom fixtures; order and maintain cleaning supplies and equipment, restock supplies as necessary; clean drinking fountains.
- Dust and polish furniture, light fixtures and woodwork; clean whiteboards, empty and clean waste receptacles; clean and adjust shades or blinds.

- Pick up paper, trash and debris around school grounds and in buildings; sweep and power wash walkways and entrances; remove graffiti; maintain lawns and shrubs as assigned by the position.
- Move and arrange furniture and equipment; set up facilities for special events and meetings; distribute supplies, equipment, mail and special packages; respond to the custodial needs of staff as assigned.
- Make minor, non-technical repairs as needed such as replacing light bulbs and lighting tubes, unplugging toilets and sinks and changing fuses; perform minor touch-up painting as assigned; identify and report maintenance problems.
- Operate and maintain a variety of custodial equipment including a floor stripper, buffer, vacuum cleaner, power washer, blower, auto scrubber and small power and hand tools; replace belts and bags on vacuum cleaners as necessary; drive a vehicle to conduct work.
- Inspect school or district facilities; assure security of facilities during assigned hours; prepare facility for daily operations; open gates and entrances, raise flag, unlock doors; monitor facilities for vandalism and safety and fire hazards and report to appropriate personnel; respond to emergency calls as assigned.
- Participate in thorough cleaning and restoration of school facilities during vacation periods as assigned.
- Inspect fire extinguishers in accordance with established procedures.
- Attend meetings and in-service training as directed.

### **Supervision Aide**

Under the direction of the Principal, monitor students during the noon lunch period, nutrition break, in restrooms, in crossing streets or while waiting for school buses; assist in the security and protection of students, staff and protect school property from loss or damage according to established procedures.

#### **Duties and Responsibilities of a Supervision Aide may include but not be limited to:**

- Monitor students during the lunch period in the cafeteria, restrooms and on the school grounds; ensure student compliance with school and organizational rules and procedures.
- Enforce school and organizational rules, regulations and procedures; patrol school grounds, buildings and restrooms to prevent vandalism to ensure adequate security.
- Monitor students during recess, crossing streets, before and after school, going to bus stops and while at bus stops.
- Communicate with students, administrators and staff concerning student behavior and assigned activities; report incidents involving students, personnel and the public to school administrators.
- Maintain assigned campus areas in a safe and orderly condition; report hazardous or dangerous situations on school property.
- Encourage and promote courtesy among students.
- May provide relief for the school office staff during assigned lunch break as needed.

### **School Office Technician**

Under the direction of the Principal, perform a variety of technical duties in support of an assigned school office; monitor and maintain office or program budgets; prepare complex reports as required by District, County, State or federal regulations; maintain and ensure accuracy of various financial and statistical records and reports; answer phones and greet and assist students, parents, staff and visitors; assist in the preparation and maintenance of student records.

#### **Duties and Responsibilities of a School Office Technician may include but not be limited to:**

- Perform technical clerical responsibilities related to preparing a variety of documents and materials; utilize computer systems to enter data for new enrollments, immunizations, physical exams and related

student information; perform a variety of duties related to student attendance, enrollment and registration as assigned; update attendance information and emergency cards; call parents and guardians to clear absences; post daily attendance counts, including absences, tardies and early leaves.

- Receive and screen telephone calls and emails; take and send messages; assist office visitors and issue visitor passes; answer routine inquiries, provide requested information and direct visitors to the appropriate department or personnel; assist parents, guardians and visitors with questions, completing applications and required forms.
- Coordinate schedules and communicate with others regarding meetings and appointments; maintain calendars, schedule meetings and make appointments as assigned; receive, sort and distribute mail as assigned.
- Input a variety of data into an assigned computer system; compile information from a variety of sources and prepare complex reports as required by District, County, State or federal regulations; maintain and record student enrollment for District compliance.
- Prepare and submit monthly attendance reports; maintain a variety of records and files including, lunch accounts, rosters, meal counts, periodic reports and policy and procedures; communicate with other agencies or departments to provide or obtain information; maintain and ensure accuracy of various financial and statistical records and reports.
- Monitor students referred to school office for illnesses; take student's temperature; provide ice, Band-Aids and prescribed medications as needed; conduct blood sugar monitoring; assist students in using inhalers; verify doctor's orders on medical authorization forms; maintain logs of administered medications; contact emergency services in case of accidents or serious medical conditions.
- Perform a variety of technical clerical duties in support of an assigned school office including typing, filing, duplicating and distributing materials; compose correspondence from rough drafts or verbal instructions as assigned prepare, format, proofread records, reports or related materials; establish and maintain filing systems; process a variety of forms, packets and applications; create flyers and certificates.
- Prepare and maintain various files, calendars, schedules, materials and other tasks as assigned; review and verify accuracy and completeness of various documents; prepare a variety of routine reports as directed; verify and process forms and applications as needed to ensure documentation is compliant with District rules and regulations; assist with requests for incoming and outgoing student records.
- Attend meetings for coordination of attendance functions; confer with the Registrar; attend training and in-services; create and prepare monthly attendance certificates and incentives; research reasons for chronic student absenteeism; raise funds for attendance incentives.
- Operate a variety of office equipment including a calculator, copier, fax machine, scanner, projector, computer and assigned software; ensure proper maintenance of equipment; perform basic non-technical maintenance on assigned office equipment; arrange for repairs as needed.

## **ELEMENT 6: Health and Safety**

*Governing Law: "The procedures that the school will follow to ensure the health and safety of pupils and staff."* Education Code § 47605 (b)(5)(F).

As with the District's other schools, CVC School will have access to the services and support of the PSUSD. CVC's commitment extends through the entire school community by providing a safe, nurturing, healthy, and productive atmosphere where all community members can excel and grow to high standards. CVC will assure that the campus is clean and aesthetically appealing and will maintain the structural integrity of its facility. Any misconduct or crimes committed at CVC will be reported immediately to the proper authorities.

CVC will implement and follow a safety and disaster plan in accordance with state law, which addresses:

- Earthquake preparedness and drills
- Fire and lockdown drills
- Maintenance of playground, sports facilities, and equipment
- Maintenance of disaster bin supplies
- Most current technology/cameras for observation and school safety
- Specific points of entrance with established sign in procedures for added security
- A full-time PSUSD security guard
- Staff and students are trained in active shooter drills and training

CVC will have access to the PSUSD with respect to its policies and procedures for natural disasters and emergencies, including fires and earthquakes. CVC staff will receive training on safety procedures. All staff will be encouraged to have a current CPR certification and basic first aid training.

All CVC volunteers must comply with the PSUSD policy and practice with regards to background checks, immunizations, and any other requirements.

All mandated reporter trainings and sexual harassment trainings, will be completed through Kennan provided by PSUSD.

CVC will follow the State's health, safety, and risk management guidelines. In compliance with the State policy and practices, dispensing of all medications will be handled by specific authorized staff. The Charter School will provide food service for the students as required by law. The Charter School may contract with the District to provide food services.

CVC shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 *et seq.*). The Principal or designee will work with all staff members to make sure all appropriate steps are taken if a child abuse situation occurs in compliance with California law. All staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, one who fails to report an incident of known or reasonable suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both pursuant to California Penal Code section 11166. Staff will not be made to investigate any incident, only report it to the proper authorities. A written report of the situation will be completed and the Department of Children Services will be notified immediately. If necessary, the local Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the

necessary information and child abuse reports to the Department of Children Services and/or Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

CVC is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CVC will follow State policy regarding sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in compliance with State policy and practice.

CVC has purchased an Automated External Defibrillator and shall ensure that it is maintained and regularly tested. CVC has a written emergency plan in place and posted relating to sudden cardiac arrest and other medical emergencies related to the athletic program's activities or events.

CVC shall notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both pursuant to the requirements of Ed. Code section 49428.

Pursuant to the requirements of Ed. Code section 32283.5 and Ed. Code section 234.4, CVC has adopted procedures for preventing acts of bullying, including cyberbullying and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention.

CVC provides "age appropriate" comprehensive sexual health and HIV prevention education pursuant to the requirements of Ed. Code section 51931 et seq. at least once in middle school. CVC shall allow parents/guardians to opt out via a passive consent process. CVC shall provide notice to parents/guardians annually of the program and parents may then opt out.

CVC provides suicide prevention. The courses were developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention. CVC issues pupil identification cards, which include the telephone number for the National Suicide Prevention Lifeline.

CVC follows the same procedures for the screening of students' vision and hearing as well as the screening for scoliosis as PSUSD.

- Vision and hearing screening will be for all TK, KN, 2<sup>nd</sup>, 5<sup>th</sup> and 8<sup>th</sup> graders.
- 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders may be screened for vision and hearing by request.

In grade six, all students will receive an informational brochure on scoliosis screening.

### **ELEMENT 7: Racial and Ethnic Balance**

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

CVC will achieve a racial and ethnic balance among its pupils that is reflective of the local community population. CVC serves the population of all surrounding communities. Students who meet the admission requirements as set forth in Section 8 will be admitted regardless of ethnicity, national origin, creed, gender, disability, or upon any of the characteristics listed in Education Code Section 220. The school will be non-sectarian and tuition free.

#### **Community Outreach Plan**

- Maintain a website to communicate with the community.
- Create and distribute flyers and/or brochures in English and Spanish outlining our vision and mission statements for the purpose of student recruitment
- Distribute digital flyers to the broader community in English and Spanish to promote open enrollment
- Hold community events throughout the year
- Use CVC marquee to announce enrollment opportunities, school activities, and community events
- Emphasize cross communication by encouraging representation from each of CVC's primary meeting groups to report to one another including: Governing Board, School Site Council, Parent Teacher Group, English Language Advisory Committee, Staff Meetings, Administrative Team for effective cross communication

## **ELEMENT 8: Admission Requirements**

Governing Law: "Admission requirements, if applicable." Education Code § 47605 (b)(5)(H).

Admission to CVC is open to all students transitional kindergarten through eighth grade.

### **Random Public Lottery**

Following the open enrollment period each year, applications will be counted to determine whether any grade level has received fewer applications than availability. In the event that this happens, Cielo Vista Charter School will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. Students added to the waiting list each year must go through the open enrollment process, and the previous waiting list is null and void.

1. The charter will use the school website, social media platforms, PSUSD PeachJar to communicate the rules and process to all interested parties.
2. Method of Verifying Fair Process: The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
3. The lottery takes place remotely on a computer screen.
4. The lottery will take place within 30 days of closing the open enrollment.
5. Open Enrollment Timeline: During an open enrollment period (Feb-April), interested parties will complete an application with the name, grade, and contact information of their students in order to participate in the lottery.
6. CVC will keep all documents of the fair execution of the lottery procedures on file.
7. Lottery Date and Time to Enable Attendance: The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so, but their attendance is not required.
8. Lottery Location to Allow Observation: The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.

The following rules and procedures will be communicated to all interested parties at least ten (10) days prior to holding the lottery.

### **Priority for admissions shall be assigned in the following order:**

1. Returning or existing students are exempt from the lottery.
2. Siblings of existing students shall be exempt from the lottery as long as space is available, otherwise they shall be weighted 3 to 1 in the lottery system.
3. Children of current CVC faculty (including all permanent classified and certificated employees) will be exempt from the lottery. These students shall not exceed ten percent of the Cielo Vista Charter School's total enrollment.
4. Children of current PSUSD faculty (including all permanent classified and certificated employees) shall be weighted 2 to 1 in the lottery system.

**Maximum Enrollment**

CVC agrees that at no time shall its enrollment exceed the following maximum limits:

<b>Grade</b>	<b>Enrollment Range</b>
<u>Transitional K</u>	<b>25</b>
<u>Kindergarten</u>	<b>78 - 80</b>
<u>First</u>	<b>84 - 87</b>
<u>Second</u>	<b>84 - 87</b>
<u>Third</u>	<b>84 - 87</b>
<u>Fourth</u>	<b>84 - 87</b>
<u>Fifth</u>	<b>84 - 87</b>
<u>Sixth</u>	<b>110-120</b>
<u>Seventh</u>	<b>110-120</b>
<u>Eighth</u>	<b>110-120</b>
<b>Total</b>	<b>853 - 900</b>

The Charter Governing Board retains the right to increase class size to maintain fiscal solvency. An exception to the cap may be made to maintain a child’s continuing enrollment, to keep siblings together at the same school, and to accommodate a child of a CVC employee.

Families not responding within a two (2) day period of notification of entrance will forfeit their right to enroll their student in the school, and the next student on the waiting list shall be contacted to fill the open position. Parents who forfeit their right to accept enrollment when offered, but are still interested in enrolling at Cielo Vista Charter School at another time, must reapply.

The application process is comprised of the following:

- Completion of a student admissions application;
- Parent signature on the Student/Parent/Teacher Agreement, Network Use Agreement, Field Trip Waiver, Photograph/Media Waiver, Home Language Survey, and Emergency Medical Information Form, Emergency contact information
- Proof of immunizations;
- Most recent report card;
- Authorization to release student records from previous school site; and
- Copy of student’s IEP or 504 Plan, if applicable.

Pupils absent from school without a valid excuse on three (3) full days in one school year and/or tardy more than 30 minutes during school day without valid excuse on three (3) days in one school year will receive notification from Cielo Vista Charter.

Notification to parent that their student is ‘truant’ must include the following elements: Compulsory law, penalties right to conference, appeals process.

Cielo Vista will take all steps required by law and the SART (School Attendance Review Team) will work with families, place them on a SART contract and other attendance strategies achieved at the site. All interventions are to be documented in the current “Student Information System.” If a child continues to have chronic absenteeism, the school shall consider all available school and district

resources before making a recommendation for the student to be exited from Cielo Vista Charter and require the student to enroll and attend their homeschool.

**Attendance Ed Code**

*E.C. 48205—(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is: (1) due to his or her illness. (2) Due to quarantine under the direction of a county or city health officer. (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered. (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California. (5) For the purpose of jury duty in the manner provided for by law. (6) Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent. (7) For justifiable personal reasons, including, but not limited to, an appearance in court; attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a non-profit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit thereof. As the teacher of any class from which a pupil is absent shall determine, the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester. 1 (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. (e) "Immediate family" as used in this section, has meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."*

### **ELEMENT 9: Financial Audits**

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

Each year, the CVC Governing Board reviews the preparation and completion of an annual audit of the school's financial affairs, including a recommendation as to selection of the auditor. The independent financial audit will be conducted by an accountant approved by the PSUSD Board of Education and certified by the State of California with knowledge of school budget and accounting procedures. This audit will be conducted according to Generally Accepted Accounting Practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the school's financial statements, attendance, and enrollment accounting principles and review the school's internal controls. To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. CVC will utilize fiscal and attendance accounting procedures that will satisfy the requirements of PSUSD, the Riverside County Office of Education, and the California Department of Education.

CVC will purchase the following services from PSUSD as part of our over-site fees. These fees include but are not limited to the following:

- Human resource services, including but not limited to payroll functions, including but not limited to withholding, worker's compensation, medical insurance, and retirement
- Maintenance of the CVC facility
- Food and nutrition services
- School nursing services
- All technology support
- Security

### **Accountability and Annual Audit**

PSUSD will supervise the fiscal integrity of Cielo Vista Charter School in order to ensure that sound financial procedures are in place and are being followed. The adherence to such sound financial practices by the school is a condition for the continuance.

- CVC will furnish financial (budget) statements that include cash-flow financial projections.
- CVC will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.
- CVC will adhere to the District's reporting requirements and will also provide the reports required by law.
- Copies of test result reports for all state mandated assessments will be received directly from reporting agencies.
- CVC will comply with state accountability targets as defined by the SBAC.

CVC will comply with any independent auditor contracted by PSUSD. The auditing agency on behalf of CVC will send a copy of its annual independent financial audit report to the District, County, and State.

Copies of any and all financial information and records will remain at the school site in appropriate form, secured and available for review by PSUSD.

### **Element 10: Student Suspensions and Expulsions**

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

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

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

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

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

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

Students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity.

Suspensions and expulsions of pupils at Cielo Vista Charter School will be administered according to Education Code Section 48900 et seq. by the administrators. Pupils shall have no right of appeal from expulsion from Cielo Vista Charter School as the Cielo Vista Charter School Governing Board’s decision to expel shall be final.

1. Instead of disciplinary action prescribed by this article, the principal and assistant principal of a school, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section “community service” may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instances where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

2. For suspensions of fewer than 10 days, CVC will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story will be granted.
3. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, CVC will provide both of the following: (1) timely, written notice of the charges against the student and an explanation of the student's basic rights; and (2) a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the student has the right to bring legal counsel or an advocate.

No student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice will be in the native language of the student or the student's parent or guardian, or if the student is a foster or homeless youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified for suspensions of 10 days or more/expulsions before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates such procedures, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this requirement, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated (excluding suspensions/expulsions).

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

### **ELEMENT 11: Staff Retirement**

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

#### **Retirement Plans**

Employees assigned by PSUSD to work at CVC will accumulate service credit years in the same manner as all other members of STRS and PERS. CVC shall contract with PSUSD for the administration of its retirement programs.

#### **Employee Benefits**

Employees assigned by PSUSD to work at CVC will be placed on the same salary schedules as other employees of PSUSD.

**ELEMENT 12: Public School Attendance Alternatives**

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

PSUSD shall not require any student enrolled in the District to attend CVC. CVC shall inform the parent/guardian of each student enrolled in CVC that a student has no right to admission in a particular school of any local education agency as a consequence of enrollment in the CVC, except to the extent that such a right is extended by the local education agency.

### **ELEMENT 13: Employee Rights**

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

Employees of PSUSD who agree to work at Cielo Vista Charter School shall have the right to:

- Retain their seniority date with the PSUSD;
- Employees assigned by PSUSD to work at CVC will be placed on the same salary schedules as other employees in the same job classification of PSUSD;
- Transfer back to a non-charter school for the following school year if they notify the PSUSD Human Resources Services Division in writing using a district transfer request to human resources;
- The District's Human Resources Division will determine when the reassignment will occur, based on the availability of positions within the District.

The collective bargaining agreement will apply to the certificated staff of Cielo Vista who will remain as district employees and certificated staff will remain as unit members of the PSTA union. For example, should the PSUSD district implement a reduction in force (layoffs) such action would include employees working at the Charter School. Opening from layoffs would be filled by transfer applications provided by PSUSD. Upon reduction in forces, no PSUSD certificated employee will be directly placed at CVC without having submitted a transfer request, gone through the application process and been approved by the CVC Governing Board.

The Charter School is fully responsible for all employee costs, liabilities, and maintenance of employee records for the employees at the Charter School site. The Charter School/District shall seek authorization from employees at the Charter School site to share personnel records between the District and Charter School for purposes of consistent record keeping; maintenance of these records is a service provided by the District and paid for by Cielo Vista Charter School on a fee-for-service basis as set forth in a separate memorandum of understanding with the District. The Charter School will conduct all employee evaluations of employees at the Charter School site per current bargaining unit agreements.

Classified staff will remain District employees and unit members of Teamsters and will be assigned pursuant to District procedures with input from the CVC Principal. Classified evaluations are completed following the PSUSD procedures and timelines. With respect to reassignments of classified employees, the District's Human Resources Division will determine if the transfer will occur based on the availability of positions within the District.

The District and Charter School acknowledge that the parties shall negotiate in good faith regarding this section of the charter and this section of the charter may change subject to a separate agreement between the parties, which shall control over the charter.

#### **Evaluation Procedure**

The Principal shall have the right to observe and evaluate staff. Staff evaluation shall be inclusive of mentoring and coaching. Several models of evaluation shall be used to support training and improve teaching and learning in the classroom based on the PSTA Collective Bargaining Agreement. Several models will be used throughout the school year, which may include the following:

- Formal and informal evaluation(s)
- Ongoing classroom observations
- Individual pre/post observation meetings
- Individual teacher plans

CVC understands that a non-reelect employee would not be reabsorbed into the district after all collective bargaining interventions and steps for support have been exhausted.

As per the Collective Bargaining Agreement within the first twenty-five (25) school days of the school year, site administration will meet with certificated personnel scheduled to be formally evaluated in order to assign the evaluator and to review the evaluation process and documents.

### **Classified Evaluation Frequency**

Every probationary employee shall be evaluated at least once each school year and every permanent certificated employee shall be evaluated at least once every other year. With respect to permanent certificated employees, only employees that have received an evaluation that is not satisfactory shall be formally evaluated more than every other year. Nothing in this article shall be construed to limit in any way the right of the District to conduct classroom observations or perform other evaluation activities including but not limited to evaluation other than formal evaluation.

All employees shall be evaluated by their immediate supervisor or designee in accordance with the following schedule:

PROBATIONARY EMPLOYEES: At the end of five months.

PERMANENT EMPLOYEES: At least once each year.

All employees within sixty (60) days of the day they were last under control of a supervisor, when through transfer, promotion, or demotion they have moved to another department or school.

A performance review may be made at any time by the immediate supervisor.

In the event management fails to meet the time limits of this section and an employee is eligible for a longevity increment, the longevity increment shall be automatically given.

#### **ELEMENT 14: Dispute Resolution**

*Governing Law: "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code § 47605 (b)(5)(N).*

It is the policy of Cielo Vista Charter School to maintain a positive and productive working and educational environment in its school. There are some circumstances, however, when employees, parents, and/or students may take issues with conduct of another employee, or believe that a violation of federal law, state law, or the school's charter is occurring in certain education programs or in the governance or management of the school.

The PSUSD Governing Board and District administration will first refer all complaints regarding the Charter School's operations and/or compliance with the Charter to the Charter Principal for resolution in accordance with the school's policies and state and federal law. If a parent has a concern with the school, they should first discuss it with their child's teacher. If there is no successful resolution, they should meet with the Principal.

Cielo Vista Charter School will try to resolve any disputes relating to provisions of the Charter that may occur at the site level. If the complainant is not satisfied with the outcome of the school level investigation, the complainant should bring the matter to the attention of the CVC Governing Board President in writing via a Complaint Form which may be obtained on the CVC website or at the CVC Administration Office during regular business hours. The Form will be distributed in strict confidence and no record of the distribution of a Complaint Form will be kept by the staff or reported to CVC administration. The Complaint Form will include instructions for submission of the Complaint to CVC. The Complaint Form may be mailed to CVC or emailed to the Administrative Secretary.

The Principal and/or CVC Governing Board President will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. If still unresolved, the Principal will take the issue to the CVC Governing Board.

If still unresolved, the Principal will meet with a designated district representative to resolve the issues. If there is still no resolution, the parties will engage the services of an independent mediation service to facilitate resolution. The cost of such services will be borne by the Charter School. If mediation efforts fail, the PSUSD Board of Education will proceed with appropriate action and directive. The Charter School and the District agree to utilize their best efforts to seek acceptable resolutions at the earliest possible stage of the process. The District, as authorizer, retains all rights to monitor the handling of complaints and to take any other action it deems necessary to meet its oversight obligations.

Refusal by the complainant to provide the Governing Board with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit or termination of employment.

In the event of a dispute between CVC and PSUSD, regarding the terms of this charter or any other issue regarding the Charter School and District relationship, both parties agree to apprise the other in writing of the specific disputed issue(s). Within 30 days of sending written correspondence, or longer if both parties agree, a Charter School representative, a District representative, and/or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, CVC and PSUSD may agree to participate in voluntary mediation, the cost of which shall be shared equally, except that each party shall be responsible for its own attorneys' fees and costs, if any.

PSUSD shall reserve the right to take any action it deems appropriate and the charter school reserves the right to seek legal redress for any such actions under the law. In addition, a dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

# Uniform Complaint Procedures COMPLAINT FORM

## I. Contact Information

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work or Cell Phone: \_\_\_\_\_

## II. Complainant

You are filing this complaint on behalf of: \_\_\_\_\_

Parent/Guardian     Pupil     Witness to the Incident     Other

## III. School Information

School Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Principal: \_\_\_\_\_

## IV. Basis of Complaint (check any boxes that apply)

District violation of state or federal law or regulations governing:

- |  |   |
|--|---|
| <input type="checkbox"/> Special Education                     | <input type="checkbox"/> Child Care & Development Programs                |
| <input type="checkbox"/> Title II                              | <input type="checkbox"/> Migrant Education                                |
| <input type="checkbox"/> Section 504 of the Rehabilitation Act | <input type="checkbox"/> Child Nutrition Program                          |
| <input type="checkbox"/> Local Control Accountability Plan     | <input type="checkbox"/> Career and Technical Education Training Programs |
| <input type="checkbox"/> Consolidated Categorical Aid          |   |

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Age                           | <input type="checkbox"/> Sexual Orientation  |
| <input type="checkbox"/> Ancestry                      | <input type="checkbox"/> Race  |
| <input type="checkbox"/> Color                         | <input type="checkbox"/> National Origin   |
| <input type="checkbox"/> Physical or Mental Disability | <input type="checkbox"/> Religion  |
| <input type="checkbox"/> Ethnic Group Identification   | <input type="checkbox"/> Sexual Harassment (Title IX)                                      |
| <input type="checkbox"/> Gender Expression             | <input type="checkbox"/> Association with any of these actual or perceived characteristics |
| <input type="checkbox"/> Gender Identity               |  |
| <input type="checkbox"/> Gender                        |  |
| <input type="checkbox"/> Genetic Information           |  |
| <input type="checkbox"/> Marital or Parental Status    |  |
| <input type="checkbox"/> Sex                           |  |

Allegations of noncompliance of the following:

- Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

**V. Details of Complaint**

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

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Please **describe** the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the allege acts first came to your attention and location(s) where the incident(s) occurred:

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List the **individuals** involved in the incident(s) complaint of:

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List any **witnesses** to the incident(s):

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**What steps**, if any, have you taken to resolve this issue before filing a complaint?

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\_\_\_\_\_  
**Signature of Person Filing Complaint**

\_\_\_\_\_  
**Date**

Please submit this complaint to:

Cielo Vista Charter  
Cielo Vista Main Office / Norma Hernandez  
650 S. Paseo Dorotea  
Palm Springs, California 92264  
nhernandez14@psusd.us

**ELEMENT 15: Employer Status and Collective Bargaining**

*Governing Law: "A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title 1 of the Government Code)." Education Code § 47605 (b)(5)(O).*

PSUSD shall be deemed the exclusive public school employer of the employees of CVC for the purposes of the Education Employment Relations Act ("EERA"). The Palm Springs Teacher Association (PSTA) is currently recognized as the exclusive bargaining representative for classroom teachers and other certificated employees. Teamsters 911 is currently recognized as the exclusive bargaining representative for classified employees.

## **ELEMENT 16: School Closing Protocol**

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

### **Charter School Closure – Disposition of Assets and Liabilities, Transfer of Student Records, Final Audit**

If Cielo Vista Charter School's Charter should be revoked or non-renewed, and the school ceases to operate, a final audit shall be conducted by the PSUSD within six (6) months of closure to determine the disposition of all assets and liabilities. All school facilities and school personal property shall be returned to the District. Any other assets, including school funds, remaining after the payment of all debts and liabilities shall be distributed to the District. The closure plan, approved by the PSUSD Board of Education, shall provide for notice to parents/guardians and the District. Upon the school's closure, pupils' records shall either be returned to the District or transferred to the school(s) to which the pupils transfer. Please reference California Code of Regulations section 11962.

### **Terms and Renewal of Charter**

The term of this charter shall begin on the date that the PSUSD's Board of Education approves this charter petition and will continue for (5) years. (Education Code 47607)

This charter may be revoked as provided by law. Prior to revoking the charter, and if in the judgment of the Palm Springs Unified School District circumstances permit, PSUSD shall provide Cielo Vista Charter School with the notice of the proposed revocation and the reasons thereof.

Material Revisions to the charter must be approved by the PSUSD Board of Education. However, all proposed revisions to the charter must be presented to the District for a determination as to whether or not the proposed revision is a material revision that must be approved by the PSUSD Board of Education.

### **Impact on Charter Authorization**

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of CVC on the PSUSD. This communication is intended for informational purposes only and to assist the PSUSD in understanding how the proposed school may affect the District.

### **Administrative Services**

Where possible, and at a mutually agreed upon competitive cost per child, the school does anticipate purchasing services from the PSUSD. Such services may include personnel review for credential and criminal clearance purposes, payroll, special education as noted in the charter as petitioner intends to purchase IEP mandated services from the PSUSD where possible, insurance, technology support, and food services. The specific terms and costs for these services, and any other that the PSUSD may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the PSUSD provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has

identified a percentage in the budget that has been identified at law to compensate for such oversight services.

### **Civil Liability**

The Charter document states that PSUSD shall be properly indemnified against civil liability claims (including actions by the CVC Governing Board, administrator(s) and all staff) arising from the school's actions and operations. CVC shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and b) any injury to person or property sustained by any person, firm or corporation caused by an act, neglect, default, or omission of the School, its officers, employees, agents or students. In cases of such disabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

CVC seeks to reassure the PSUSD by this communication that the level of risk exposure to the District is minimal. The CVC Governing Board shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage through the PSUSD where available and from outside providers where not, to protect the school's assets, staff, etc.

CVC invites your attention as well to the financial information and budget included with the charter and note that sufficient funds are available. CVC further identifies its commitment to hold the Palm Springs Unified School District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the CVC use in conformance with the budget.

### **Funding of the Charter School**

Starting in the inaugural school year, Cielo Vista Charter School will be funded under the local block grant funding model in accordance with AB544. PSUSD will provide special education services at no cost to CVC. All funds generated by CVC students for special education will remain with the District.

The Charter School may pursue procurement of additional revenues through a variety of alternatives such as fundraising, grants, partnerships, and donations.

Cielo Vista Charter School will be allocating its funds to decentralize the budgeting process and to refine the efficiency of management. It will allow a more direct use of its revenues. The School may choose to contract for services outside the District. The District will encumber all employee salaries and connected expenses or other contracted financial agencies.

Cielo Vista Charter School will operate within its allocated funds. CVC will maintain an operational reserve of at least four percent of its total operational budget.

Cielo Vista Charter School may contract with PSUSD to provide legal services, liability insurance, and Special Education Local Plan Area (SELPA). To refine the management process, the Charter School will operate outside the existing District structure and may choose to contract with agencies outside PSUSD.

Cielo Vista Charter School will maintain the following:

- Liability self-insured retention of \$50,000 per occurrence
- Exclusion for all losses occurring in violation of any applicable Government Code, Education Code, or California Code of Regulations
- Compliance with Riverside School Insurance Authority (RSIA) and Regional Liability Excess Fund (ReLiEF), Charter Schools risk management standards
- RSIA & ReLiEF Hold Harmless/Indemnification Agreement in favor of the Palm Springs Unified School District

In addition, Cielo Vista Charter School shall secure and maintain the following coverage:

- Workers' Compensation in accordance with provision of the California Labor Code, adequate to protect Cielo Vista Charter School from claims under the Workers Compensation Act, which may arise from its operations, with statutory limits.
- Cielo Vista Charter School Fidelity Bond coverage shall be maintained by Palm Springs Unified School District to cover all school employees.

**Amendment of the Charter:**

CVC may be amended by a 75% vote of certificated and classified staff and approved by both the Cielo Vista Charter School Governing Board of Directors and the Palm Springs Unified School District Board of Education. A copy will be forwarded to the State Department of Education.

## **ADDITIONAL ELEMENTS:**

### **Annual Reports**

Pursuant to Education Code section 47604.33(a) , CVC will annually prepare and submit the following reports to PSUSD and the Riverside County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

### **Term of Charter**

The term of this Charter shall begin on July 1, 2020 and end on June 30, 2025.

### **Impact on Charter Authorization**

This statement is intended to fulfill the terms of Education Code section 47605(g) and provides information regarding the proposed operation and potential effects of CVC on the Palm Springs Unified School District. CVC is currently operating at 650 Paseo Dorotea, Palm Springs, California 92264-1406. CVC reserves the right to work with PSUSD to expand to a larger facility that could house up to 900 students K-8.

### **Administrative Services**

CVC will be responsible for its share of the following administrative services from PSUSD:

- Human resource services, including the administration of the criminal clearance process, payroll, health and welfare benefits, and retirement
- Maintenance of the CVC facility, including landscaping, cleaning, technology support, and security/alarm systems
- Food and nutrition services
- School nursing services, including health screenings
- Special education and related services
- Insurance
- Oversight activities in the amount of three percent of CVC's revenue
- Staff development training

## CVC 2019 Data

65.5% scored in the Standard Exceeded/Standard Met Performance Band

ELA Literacy Overall	#	%	<input checked="" type="checkbox"/>
Total # of Students Tested:	636		
Standard Not Met	79	12.4%	<input checked="" type="checkbox"/>
Standard Nearly Met	140	22.0%	<input checked="" type="checkbox"/>
Standard Met	240	37.7%	<input checked="" type="checkbox"/>
Standard Exceeded	177	27.8%	<input checked="" type="checkbox"/>

Horizontal axis title

## 2019 ELA California Dashboard Data

8

47.2% scored in the Standard Exceeded/Standard Met Performance Band

Mathematics Overall	#	%	<input checked="" type="checkbox"/>
Total # of Students Tested:	636		
Standard Not Met	122	19.2%	<input checked="" type="checkbox"/>
Standard Nearly Met	214	33.6%	<input checked="" type="checkbox"/>
Standard Met	154	24.2%	<input checked="" type="checkbox"/>
Standard Exceeded	146	23.0%	<input checked="" type="checkbox"/>

## 2019 Mathematics California Dashboard Data

9

Cielo Vista Charter's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Cielo Vista Charter has demonstrated strong student achievement in all student groups over the past ten years on a variety of measures. Also, 58.6 of our English Language Learners are making progress towards English language proficiency. This data can easily be accessed by visiting <https://www.caschooldashboard.org/reports/33671736032411/2019>.