



Connecting Waters Charter Schools

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Published on December 5, 2025 at 1:15 PM PST

Date and Time

Thursday December 11, 2025 at 3:00 PM PST

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center, Room 2
703 C Street, Union City, CA 94587
- Connecting Waters Charter School Waterford Resource Center
12705 Bentley Street, Waterford, CA 95386
- Livestream link view only: <https://us02web.zoom.us/j/85271398615#success>

Agenda Posting Locations

This agenda was posted at least 72 hours prior to the meeting at the following locations: Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

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6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

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Agenda

I. Opening Items

A. Call the Meeting to Order

- B.** Roll Call
- C.** Approval of the December 11, 2025, Board of Directors Agenda
- D.** Pledge of Allegiance
- E.** Hearing of the Public on Non-Agenda Items
- F.** Hearing of the Public on Agenda Items

II. Administrative Reports

- A.** Prop 28 Annual Report - Presented by Anastasia Legatos, Prop 28 Lead Teacher

III. Directors' Reports

- A.** Executive Director's Report
- B.** Deputy Executive Director Spotlight

IV. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

- A.** Approval of Minutes - November 20, 2025, Regular Meeting
- B.** Approval of New Hires List
Ivonne Valenzuela, Special Education Office Assistant.
- C.** Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School
- D.** Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay
- E.** Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

- F. Approval of the New Vendor List
- G. Approval of Items on the Consent Agenda

V. Items Scheduled for Consideration and/or Action

- A. Approval of the Connecting Waters Charter Schools 2026-2027 School Calendar
- B. Approval of the CWCS Obsolete and Discarded Textbook Policy and Process
- C. Approval of the Connecting Waters Charter School - Central Valley's Renewal Charter Petition
- D. Approval of the Connecting Waters Charter Schools' California Employee Residency and Relocation Policy
- E. Discussion and Approval on Board Standing Committees
- F. Discussion and Approval of updates to the Meeting Agenda template

VI. Items scheduled for Information & Discussion

- A. Discussion of the Back Office Provider Proposals
- B. First Read: Board of Director Meeting Dates for 2026-2027
- C. Board Remarks

VII. Hearing of the Public on Closed Session Items

VIII. Closed Session

- A. Public Employee: Discipline/Dismissal/Release
Government Code 54957

IX. Report on Closed Session Actions

- A. Public Employee: Discipline/Dismissal/Release
Government Code 54957

X. Return to Open Session

XI. Closing Items

A. Adjourn Meeting

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Coversheet

Prop 28 Annual Report - Presented by Anastasia Legatos, Prop 28 Lead Teacher

Section: II. Administrative Reports
Item: A. Prop 28 Annual Report - Presented by Anastasia Legatos, Prop 28
Lead Teacher
Purpose: FYI
Submitted by: Administration

BACKGROUND:

Annual Report to the Board

Coversheet

Executive Director's Report

Section: III. Directors' Reports
Item: A. Executive Director's Report
Purpose:
Submitted by:

BACKGROUND:

The Executive Director's report to the Board is a record of all the major events, updates, and training the Executive Director has participated in.

Coversheet

Deputy Executive Director Spotlight

Section: III. Directors' Reports
Item: B. Deputy Executive Director Spotlight
Purpose:
Submitted by:

BACKGROUND:

The Deputy Executive Director Spotlight is a record of all the major school updates, training, and events the Deputy Executive Director will be sharing with the board.

Coversheet

Approval of Minutes - November 20, 2025, Regular Meeting

Section: IV. Consent Items
Item: A. Approval of Minutes - November 20, 2025, Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CWCS Board of Directors Meeting on November 20, 2025

BACKGROUND:

These are the minutes that reflect the meeting of the Connecting Waters Charter Schools Board of Directors' November 20, 2025, meeting.

DRAFT



Connecting Waters Charter Schools

Minutes

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Date and Time

Thursday November 20, 2025 at 3:00 PM

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

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Directors Present

E. Melton, K. Corrales, K. Fatima, K. Martin, L. Addipah, S. Welch

Directors Absent

J. Louie-Monzon

Ex Officio Members Present

J. Levers

Non Voting Members Present

J. Levers

Guests Present

A. DeMore, L. Joseph, M. Miller (remote), T. Hushaw

I. Opening Items

A. Call the Meeting to Order

E. Melton called a meeting of the board of directors of Connecting Waters Charter Schools to order on Thursday Nov 20, 2025 at 3:06 PM.

B. Roll Call

C. Approval of the November 20, 2025, Board of Directors Agenda

K. Corrales made a motion to Approve the November 20, 2025, Board of Directors Agenda.

L. Addipah seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Martin Aye

K. Corrales Aye

K. Fatima Aye

S. Welch Aye

E. Melton Aye

L. Addipah Aye

J. Louie-Monzon Absent

D. Pledge of Allegiance

Led by Kristen Corrales

E. Hearing of the Public on Non-Agenda Items

No members of the public wished to comment

F. Hearing of the Public on Agenda Items

No members of the public wished to comment

II. Administrative Reports

A. Joanne Fountain - Delta Managed Solutions Presentation

DMS provided an overview of its long-standing partnership with Connecting Waters, highlighting improvements in financial, HR, and technology systems, including upcoming dashboards, upgraded invoice processing, and a new payroll platform. They emphasized their strong audit history, employee-owned structure, and deep institutional knowledge, noting both the benefits of continued partnership and the risks associated with transitioning to a new provider. Staff expressed enthusiasm for the new tools, and board members acknowledged DMS's responsiveness and support.

B. Melissa Cripe, Guidance Counselor Director - Annual Department Report

The Guidance Department, led by new director Melissa Cripe, introduced her team and provided updates on college, career, and student support initiatives. Board discussion focused on a-g/CTE participation at the sites, with members requesting student feedback and additional data to better understand student pathways and needs. Staff shared upcoming plans to expand CTE options, enhance hands-on opportunities through community college partnerships, and continue developing the Virtual College & Career Center, including the phased rollout of CaliforniaColleges.edu tools. The board also highlighted the department's strong crisis-response efforts and praised staff for their student-centered work and impactful support services.

III. Directors' Reports

A. Executive Director's Report

The Executive Director reported that the school officially closed on its new property and is progressing on several major initiatives, including the website update currently awaiting final, streamlined document transfers and the launch of a salary study after job descriptions are updated. She highlighted a productive visit to Columbia College, upcoming leadership structure changes inspired by recent coaching, and plans to shift directors into more accessible, conversation-focused workspaces. Calendar revisions are underway, including adding October non-instructional days based on board feedback. Board members requested follow-up presentations from staff, particularly regarding ES concerns, and student engagement.

B. Deputy Executive Director Spotlight

The Deputy Executive Director highlighted the recent student activities, including the middle school dance which was successfully rebranded last-minute to boost participation and updates from resource centers, which will now provide regular, streamlined reports. Despite weather challenges, events such as the harvest festival, Club Connect, and Donuts with Directors saw strong engagement, and additional cross-campus activities are

planned for spring. Tammy also noted growing parent involvement and ongoing efforts to improve event planning timelines and communication, including clearer messaging that activities are open to all three school sites. Staff collaboration events, including an upcoming all-campus Friendsgiving, were also announced.

IV. Consent Items

A. Approval of Minutes - October 16, 2025, Regular Meeting

K. Fatima made a motion to approve the minutes from CWCS Board of Directors Meeting on 10-16-25.

K. Corrales seconded the motion.

The board **VOTED** to approve the motion.

B. Approval of New Hires List

C. Approval of the October 2025 Warrant Report from DMS for Connecting Waters Charter School

D. Approval of the October 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

E. Approval of the October 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

F. Approval of the Revised 2025-2026 Certificated Pay Scale

G. Approval of the New Vendor List

H. Treasurer's Report: September - October 2025

I. Approval of Items on the Consent Agenda

K. Fatima made a motion to Approve Items A-I on the Consent Agenda.

K. Corrales seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Fatima	Aye
L. Addipah	Aye
E. Melton	Aye
K. Corrales	Aye
K. Martin	Aye
S. Welch	Aye
J. Louie-Monzon	Absent

V. Items Scheduled for Consideration and/or Action

A. Approval of the Connecting Waters Charter School's 2025-2026 First Interim Budget Report

K. Corrales made a motion to Approve the Connecting Waters Charter School's 2025-2026 First Interim Budget Report.

L. Addipah seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Martin	Aye
K. Fatima	Aye
L. Addipah	Aye
K. Corrales	Aye
E. Melton	Aye
S. Welch	Aye
J. Louie-Monzon	Absent

B. Approval of the Connecting Waters Charter School - East Bay's 2025-2026 First Interim Budget Report

L. Addipah made a motion to Approve the Connecting Waters Charter School - East Bay's 2025-2026 First Interim Budget Report.

K. Corrales seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Melton	Aye
K. Fatima	Aye
L. Addipah	Aye
J. Louie-Monzon	Absent
S. Welch	Aye
K. Corrales	Aye
K. Martin	Aye

C. Approval of the Connecting Waters Charter School - Central Valley's 2025-2026 First Interim Budget Report

S. Welch made a motion to Approve the Connecting Waters Charter School - Central Valley's 2025-2026 First Interim Budget Report.

L. Addipah seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Welch	Aye
K. Martin	Aye
K. Corrales	Aye
K. Fatima	Aye
L. Addipah	Aye

Roll Call

J. Louie-Monzon Absent
E. Melton Aye

D. Approval of the Connecting Waters Charter Schools 2024-2025 Annual Independent Financial Audit

K. Corrales made a motion to Approve the Connecting Waters Charter Schools 2024-2025 Annual Independent Financial Audit.

L. Addipah seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Corrales Aye
K. Martin Aye
E. Melton Aye
S. Welch Aye
J. Louie-Monzon Absent
K. Fatima Aye
L. Addipah Aye

E. Discussion of Board Committees and Approval of a Board Governance Committee

E. Melton made a motion to Table the item E. Discussion of Board Committees and Approval of a Board Governance Committee.

L. Addipah seconded the motion.

The board held an in-depth discussion about forming a Governance Committee to streamline policy and governance work outside of full board meetings. Members reviewed expectations, Brown Act requirements, meeting frequency, and concerns about creating a “mini-board” or unintentionally excluding non-committee members. Questions remained about structure, scope, and whether certain committees should instead fall under the Executive Director. Ultimately, the board agreed to table the item, gather questions and feedback through Laura, and revisit the proposal with clearer parameters at the December 11 meeting.

The board **VOTED** to approve the motion.

Roll Call

S. Welch Aye
K. Corrales Aye
E. Melton Aye
K. Fatima Aye
J. Louie-Monzon Absent
L. Addipah Aye
K. Martin Aye

F. Ratification of Creation of New Position: Central Services Coordinator

K. Corrales made a motion to Ratify the Creation of New Position: Central Services Coordinator and the 2025-2026 Pay Scale.

K. Fatima seconded the motion.

The board reviewed and ratified the creation of a new Central Services Coordinator position, developed after the former site coordinator role proved too large to fill and broader needs around mentorship, safety, and classified staff support became clear. Leadership explained that the new role, filled by an internal candidate, strengthens site-level autonomy and provides mentoring and safety oversight across all three campuses. The board chair also addressed an anonymous comment suggesting the position required public approval, clarifying that while not legally required, placing it on the agenda aligned with best-practice transparency. The board affirmed its commitment to open communication and unanimously approved the new position and corresponding pay scale.

The board **VOTED** to approve the motion.

Roll Call

L. Addipah	Aye
J. Louie-Monzon	Absent
E. Melton	Aye
K. Fatima	Aye
K. Martin	Aye
K. Corrales	Aye
S. Welch	Aye

VI. Items scheduled for Information & Discussion

A. First Read: Connecting Waters Charter Schools 2026-2027 School Calendar

The board conducted a first read of the 2026–2027 school calendar drafts, reviewing staff and ES feedback indicating that Draft A was the preferred option, with Draft B second. Adjustments were discussed to restore October days off while still meeting calendar-day compliance, resulting in the development of a new Draft F, which will be shared with staff and parents for input. Board members raised questions about instructional day counts, holiday lengths, random April non-instructional days, and ensuring all staff received the drafts. No action was taken, as this item was for information and discussion only.

B. First Read: CWCS Obsolete and Discarded Textbook Policy and Process

The board held a first read of the updated obsolete and discarded textbook policy, which outlines the legally required process for properly disposing of textbooks. Jerri explained that the revision documents the step-by-step workflow to prevent disruptions and ensure compliance, and clarified that this policy applies only to textbooks not other obsolete materials. Board members requested clearer wording to show the required order of disposal steps so staff understand that the sequence must be followed.

C.

First Read: Connecting Waters Charter Schools California Employee Residency and Relocation Policy

The board conducted a first read of a new employee residency and relocation policy. Jerri explained that while the school's attorneys have advise against employing out-of-state staff, the school previously had no formal policy, so this document establishes procedures and identifies certain "knockout states" that are too difficult to work with. The policy does not ban relocation outright but requires employees to notify administration so the school can determine whether the move and the role are workable. Board members were reminded to send feedback or questions directly to Jerry before the next draft.

D. Back Office Provider Discussion

The board discussed their back office provider options, including DMS, Nine Dot, and Charter Impact, noting that EdTec was not pursued further. DMS has a long history with the school and strong institutional knowledge, while Charter Impact offers advanced technology solutions, and Nine Dot is the most expensive with limited experience outside Learn for Life schools. Board members will receive an updated side-by-side comparison and a staff survey to provide feedback on pros, cons, and transition challenges for each provider. The goal is to make a decision by December to allow onboarding in January, though an extra month is allowed if needed for review. Ongoing issues like late reimbursements and payroll complications were clarified, and improvements, including an online reimbursement process, are being implemented.

E. Math Curriculum Adoption Policy and Timeline

The board reviewed the math curriculum adoption policy and timeline, noting that adoption will occur next year after a thorough piloting phase. Parents and teachers will pilot multiple curriculums to provide feedback on usability, effectiveness, and fit for the school's model. The review team includes two math specialists, the math department chair, the curriculum director, participating teachers, and parents. This process ensures informed decisions, especially since the current curriculum will no longer be printed.

F. Teacher Assignment Monitoring Outcomes Report

The board reviewed the Teacher Assignment Monitoring Outcomes Report (TAMOS), which tracks teacher credentials and assignment alignment as part of the state accountability system. The report identifies misassignments, where a teacher is not properly credentialed for a core subject, while "out-of-field" assignments are allowed under local assignment options with proper support. The report ensures transparency and compliance, covering any subject with a state-issued credential requirement, not just the traditional core subjects.

G. Board Remarks

During board remarks, members highlighted community support efforts, including a Thanksgiving meal giveaway at Life Connection Church and ongoing food drives in the

East Bay. They also shared how Parsec Education is contributing funds that would have gone to holiday gifts to directly support students in need, such as providing clothing and essentials. The board expressed gratitude for these efforts and discussed sending thank-you notes to acknowledge the generosity.

VII. Hearing of the Public on Closed Session Items

A. Report on public comments

No members of the public wish to comment at this time.

VIII. Closed Session

A. Public Employee: Discipline/Dismissal/Release

The Board went into closed session at 5:38 p.m.

IX. Report on Closed Session Actions

A. Public Employee: Discipline/Dismissal/Release

Nothing to report at this time.

X. Closing Items

A. Adjourn Meeting

L. Addipah made a motion to Adjourn the Meeting.

K. Corrales seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Fatima Aye

K. Corrales Aye

E. Melton Aye

S. Welch Aye

J. Louie-Monzon Absent

L. Addipah Aye

K. Martin Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:32 PM.

Respectfully Submitted,

E. Melton

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Coversheet

Approval of New Hires List

Section: IV. Consent Items
Item: B. Approval of New Hires List
Purpose:
Submitted by: HR

BACKGROUND:

This is the list of Connecting Waters Charter Schools newly hired employees since the last Board of Directors meeting.

Coversheet

Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: C. Approval of the November 2025 Warrant Report from DMS for
Connecting Waters Charter School
Purpose:
Submitted by:

BACKGROUND:

Financial summary for November monthly expenses

Coversheet

Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

Section: IV. Consent Items
Item: D. Approval of the November 2025 Warrant Report from DMS for
Connecting Waters Charter School, East Bay
Purpose:
Submitted by:

BACKGROUND:

Financial summary for November monthly expenses

Coversheet

Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Section: IV. Consent Items
Item: E. Approval of the November 2025 Warrant Report from DMS for
Connecting Waters Charter School, Central Valley
Purpose:
Submitted by:

BACKGROUND:

Financial summary for November monthly expenses

Coversheet

Approval of the New Vendor List

Section: IV. Consent Items
Item: F. Approval of the New Vendor List
Purpose:
Submitted by:
Related Material:
New Vendor Report November 5, 2025 to December 2, 2025 - Vendor Report.pdf

BACKGROUND:

This is a list of Connecting Waters Charter Schools newly added vendors.

New Vendor Report

November 5, 2025 to December 2, 2025

New Vendor Name	Website	Service or Product Description	Service Area	Vendor #
Subscription Box Kids	https://subscriptionboxkids.com/	Reading Subscription Boxes	All Counties	357
The Music Room	https://www.themusicroomofatwater.com/	Music Instruction	Merced County	V358

Coversheet

Approval of the Connecting Waters Charter Schools 2026-2027 School Calendar

Section: V. Items Scheduled for Consideration and/or Action
Item: A. Approval of the Connecting Waters Charter Schools 2026-2027 School Calendar
Purpose: Vote
Submitted by:
Related Material: Draft F 2026-2027 School Calendar (1).pdf
Draft A 2026-2027 School Calendar (1).pdf
Draft_D_2026-2027_School_Calendar.pdf
Draft_B_2026-2027_School_Calendar.pdf

BACKGROUND:

This the draft of the 2026-2027 School Calendar there are 2 options that are being considered at this time.

**Draft F 2026-2027
SCHOOL CALENDAR**

<u>MONTH</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>Days</u>	<u>EXPLANATION</u>
AUGUST	3	4	5	6	7	14	8/10 First Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
SEPTEMBER		1	2	3	4	21	9/7 Labor Day
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30				
OCTOBER				1	2	22	10/15-10/16 Non Instructional Day
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
NOVEMBER	2	3	4	5	6	14	11/11 Veterans Day 11/20-11/27 Thanksgiving Break
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30						
DECEMBER		1	2	3	4	14	12/18 Last Day of Semester 12/21-1/04 Winter Break
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30	31			
JANUARY					1	18	1/05 First Day of Spring Semester 1/18 Martin Luther King Day
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
FEBRUARY	1	2	3	4	5	18	2/12-2/15 Presidents' Day
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
MARCH	1	2	3	4	5	17	3/19-3/26 Spring Break
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	31				
APRIL				1	2	22	
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
MAY	3	4	5	6	7	15	5/21 Last Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	30						
						175	

1st Semester = 85 days

2nd Semester = 90 days

**Draft A 2026-2027
SCHOOL CALENDAR**

<u>MONTH</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>Days</u>	<u>EXPLANATION</u>
AUGUST	3	4	5	6	7	14	8/10-8/11 Non Instructional Days 8/12 First Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
SEPTEMBER		1	2	3	4	21	9/7 Labor Day
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30				
OCTOBER				1	2	22	
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
NOVEMBER	2	3	4	5	6	14	11/11 Veterans Day 11/20-11/27 Thanksgiving Break
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30						
DECEMBER		1	2	3	4	14	12/18 Last Day of Semester 12/21-1/04 Winter Break
	7	8	9	10	11		
	14	15	16	17	18		
JANUARY					1	18	1/05 First Day of Spring Semester 1/18 Martin Luther King Day
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
FEBRUARY	1	2	3	4	5	18	2/12-2/15 Presidents' Day
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
MARCH	1	2	3	4	5	17	3/19-3/26 Spring Break
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	31				
APRIL				1	2	22	
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
MAY	3	4	5	6	7	15	5/21 Last Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	30						
						175	

1st Semester = 85 days

2nd Semester = 90 days

**Draft D 2026-2027
SCHOOL CALENDAR**

<u>MONTH</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>Days</u>	<u>EXPLANATION</u>
AUGUST	3	4	5	6	7	18	8/6 First Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
SEPTEMBER		1	2	3	4	21	9/7 Labor Day
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30				
OCTOBER				1	2	22	
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
NOVEMBER	2	3	4	5	6	14	11/11 Veterans Day 11/20-11/27 Thanksgiving Break
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30						
DECEMBER		1	2	3	4	14	12/18 Last Day of Semester 12/20-1/08 Winter Break
	7	8	9	10	11		
	14	15	16	17	18		
JANUARY					1	14	1/11 First Day of Spring Semester 1/18 Martin Luther King Day
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
FEBRUARY	1	2	3	4	5	18	2/12-2/15 Presidents' Day
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
MARCH	1	2	3	4	5	17	3/19-3/26 Spring Break
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
APRIL				1	2	22	4/9 Non Instructional Days
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
MAY						15	5/21 Last Day of School
	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	30					175	2nd Semester = 86 days

1st Semester = 89 days

2nd Semester = 86 days

**Draft B 2026-2027
SCHOOL CALENDAR**

<u>MONTH</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>Days</u>	<u>EXPLANATION</u>
AUGUST	3	4	5	6	7	16	8/10 First Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
SEPTEMBER		1	2	3	4	21	9/7 Labor Day
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30				
OCTOBER				1	2	22	
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
NOVEMBER	2	3	4	5	6	14	11/11 Veterans Day 11/20-11/27 Thanksgiving Break
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30						
DECEMBER		1	2	3	4	14	12/18 Last Day of Semester 12/20-1/06 Winter Break
	7	8	9	10	11		
	14	15	16	17	18		
JANUARY					1	16	1/07 First Day of Spring Semester 1/18 Martin Luther King Day
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
FEBRUARY	1	2	3	4	5	18	2/12-2/15 Presidents' Day
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
MARCH	1	2	3	4	5	17	3/19-3/26 Spring Break
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
APRIL				1	2	22	4/9 Non Instructional Days
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
MAY	3	4	5	6	7	15	5/21 Last Day of School
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	30						
						175	

1st Semester = 87 days

2nd Semester = 88 days

Coversheet

Approval of the CWCS Obsolete and Discarded Textbook Policy and Process

Section: V. Items Scheduled for Consideration and/or Action
Item: B. Approval of the CWCS Obsolete and Discarded Textbook Policy and Process
Purpose: Vote
Submitted by: Administration
Related Material: CURR_Obsolete and Discarded Textbook Policy and Process u.11.2025 (1).pdf

BACKGROUND:

This policy would be supplemental to the our current Connecting Waters Charter Schools DISPOSAL OF OBSOLETE MATERIALS AND SUPPLIES. which has been added to the agenda as a reference item.

This policy "CWCS Obsolete And Discarded Textbook Policy and Process" applies only to curriculum.

CWCS Obsolete and Discarded Textbook Policy and Process

u.11.2025

Purpose

The purpose of this policy is to provide a standard procedure for the identification and disposal of obsolete or discarded textbooks and instructional materials.

All property purchased through Connecting Waters Charter Schools' approved Instructional Funds, other approved school funds, or donations remains the exclusive property of Connecting Waters Charter Schools. As such, these items shall not be resold by any employee or family enrolled in Connecting Waters Charter Schools.

The objective is to obtain maximum utilization or recovery of cash when assets are no longer required for their original purpose. The disposal method chosen should be the one that results in the best overall benefit to Connecting Waters Charter Schools, including student enrichment.

Identification of Obsolete Textbooks

- Poor physical shape due to normal wear and tear.
- Damaged due to age caused by normal wear and tear or the paper is brittle (Pages yellowed or torn)
- Cover is badly faded or damaged due to age caused by normal wear and tear.
- Inappropriate content noted by parent, ES, or staff (**Resource Center staff to report content to Curriculum Director and Executive Director with title, author, and publisher information for approval to mark inappropriate**)*
- Contains instruction that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or any other protected characteristic. (**See below "California's Instructional Materials Requirements"**)
- Out-of-date material (**approved by Curriculum Director or Executive Director**)
- Inaccurate information (**approved by Curriculum Director or Executive Director**)*
- Neither circulated nor used for reference

*Materials deemed inappropriate or inaccurate may not be sold or donated and will be marked for destruction.

Procedure for Disposal of Obsolete Textbooks

Ca. Educ. Code § 60510 - Disposal of surplus or undistributed obsolete materials

The state board, the governing board of a school district, or a county office of education may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:

- (a) By donation to a governing board, county free library, or other state institution.

- (b) By donation to a public agency or institution of any territory or possession of the United States, or the government of a country that formerly was a territory or possession of the United States.
- (c) By donation to a nonprofit charitable organization.
- (d) By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people.
- (e) By sale.

Ca. Educ. Code § 60510.5 - Notice of disposition; public comment on disposition

(a) Prior to the disposition by a school district of any instructional materials pursuant to Section 60510 , the school district governing board is encouraged to do both of the following:

(1) No later than 60 days prior to that disposition, notify the public of its intention to dispose of those materials through a public service announcement on a television station in the county in which the district is located, a public notice in a newspaper of general circulation published in that county, or any other means that the governing board determines to reach most effectively the entities described in subdivisions (a) to (e), inclusive, of Section 60510.

(2) Permit representatives of the entities described in subdivisions (a) to (e), inclusive, of Section 60510 and members of the public to address the governing board regarding that disposition.

Added by Stats. 1991, Ch. 1028, Sec. 2.

Ca. Educ. Code § 60511 - Certification by agency receiving donated obsolete materials

Any organization, agency, or institution receiving obsolete instructional materials donated pursuant to this article shall certify to the governing board of the school district or the county board of education, as appropriate, that it agrees to make no charge of any kind to the persons to whom the organization gives or lends those materials.

Ca. Educ. Code § 60530 - Manner of disposing of unusable materials

The state board, any district board which employs a superintendent of schools, and other school districts with the approval of the county superintendent of schools may dispose of unusable surplus or undistributed obsolete instructional materials, or such materials which are usable but cannot be distributed pursuant to Section 60510 in any of the following ways:

- (a) Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained.
- (b) Destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

Article heading amended and renumbered by Stats 2014 ch 923 (SB 971),s 61, eff. 1/1/2015.
Enacted by Stats. 1976, Ch. 1010.

All textbooks and other assets are the sole property of Connecting Waters Charter Schools.

1. School staff or parents are not permitted to dispose of school property, except as authorized in accordance with this procedure.
2. The method of disposal used on particular textbooks or other assets should result in the best overall benefit to Connecting Waters Charter Schools. Methods of disposal must be approved by the Executive Director and will be done in accordance with state and city ordinance.

The Executive Director or designee shall identify these items to the Board of Directors, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations. With Board of Directors approval, the Executive Director or designee shall arrange for the sale or disposal of these items.

In accordance with Education Code, usable instructional materials shall first be offered for reuse, donation, or sale. If these options are not feasible, or if the materials are unusable, the Executive Director or designee may proceed with disposal through recycling, scrapping, or destruction as permitted by law.

The approved methods of disposal include (but are not limited to) the following:

- Donate to a non-profit organization or relief fund at no cost to the School or District
- Return to the supplier for trade-in or credit
- Sell by public quotation to the highest bidder
- Sell to a used book dealer through Request for Proposal (RFP)
- Donate to current students for at-home enrichment (***this option is not allowed for books designated as inappropriate content or inaccurate information**)
- Recycle
- Sold for scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained.

Process:

Parents, staff and ESs currently may drop off items at a CWCS Resource Center. Only approved administrative staff may determine materials to be obsolete with approval to stamp "obsolete" on books as appropriate. This will be determined after review and approval of the Curriculum Director, Executive Director or approved designee. If materials are damaged beyond repair and rendered unusable, the Resource Center staff or approved designee may mark them damaged and add them to the master list for destruction.

The materials will then be added to a master list to present to the Board for approval and final sale, donation or destruction.

After Board Approval, the list will be posted for 60 days for public comment. During this time, the Curriculum Director and/or Executive Director will work to secure a buyer or recipient of obsolete materials, and a vendor to scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained, as per this policy.

The books that are still required texts for our classes (until new adoptions happen) should NOT be obsoleted at this time. Recommended Curriculum List and Class Syllabus information should be reviewed prior to approving any obsolete materials.

California's Instructional Materials Requirements:

The state has adopted broad minimum content standards in core subjects and adopts standards-aligned curriculum frameworks to guide local curriculum development and implementation. It is a state priority that Local Education Agencies (LEAs) (including Charter Schools) use instructional materials that are aligned with those standards and frameworks, and LEAs must ensure that such materials are available to all students. Local governing boards are responsible for adopting instructional materials and policies for local instruction and learning and making specific curriculum decisions.

As explained below, local governing boards must bear in mind a number of federal and state laws when taking such actions.

Students' First Amendment Rights

Students have the right to receive information. This right may be violated by actions that remove or prohibit materials, ideas, or activities. In an often-cited case, the U.S. Supreme Court stated that a student's First Amendment right to access of information is violated when school officials remove books from a library "simply because they dislike the ideas contained in those books and seek by their removal to 'prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.'"

Students' Right to be Free from Discrimination

The law prohibits discrimination, harassment, intimidation, and bullying directed against students based on actual or perceived traits or characteristics such as race, sex, gender identity, disability, religion, etc. Local governing boards must be mindful of the effect that proposed actions may have on any and all of their students. Actions that remove or prohibit particular materials, ideas or activities may have the effect of discriminating against certain students based on protected characteristics. A complaint of discrimination based on a protected characteristic may be filed with an LEA and appealed to the California Department of Education.

Required Instruction and Instructional Materials

California law requires the following with respect to instruction and instructional materials: There must be comprehensive sexual health instruction at least once in junior high or middle school and at least once in high school that must, among other things: teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes, and affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships.

Instruction in social sciences must include the role and contributions of both men and women, members of various races/ethnic groups, LGBTQ+, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the nation.

Local governing boards must adopt only instructional materials that the board determines accurately portray the cultural and racial diversity of our society, including the contributions of all the groups identified above.

Prohibited Instruction and Instructional Materials

California law prohibits the following with respect to instruction and instructional materials: Instruction must not promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or any other protected characteristic.

A local governing board must not adopt instructional materials that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of any other protected characteristic.

Additional Information on the California Department of Education Website

[Instructional materials adopted by the California State Board of Education](#)

[Guidelines for Piloting Instructional Materials](#)

[Standards for Evaluating Instructional Materials for Social Content | Abridged Version](#)

Related Ed Codes:

1 Cal. Educ. Code §§ 52060(d)(1), 52064(b)(1) and 60119.

2 Board of Educ., Island Trees Union Free School Dist. No. 26 v. Pico, 457 U.S. 853, 871–72 (1982).

3 Cal. Educ. Code § 220; 42 U.S.C. §§ 2000d et seq.

4 Cal. Educ. Code § 33315(a)(1)(F)

5 Cal. Educ. Code §§ 51933-51934

6 Cal. Educ. Code § 51204.5

7 Cal. Educ. Code §§ 240, 60040.

8 Cal. Educ. Code § 51500.

9 Cal. Educ. Code § 51501.

10 Cal. Educ. Code § 234.1(g); Cal. Educ. Code § 200 et seq.; Title 5, California Code of Regulations, § 4900 et seq.

Board Approved:

Draft

Coversheet

Approval of the Connecting Waters Charter School - Central Valley's Renewal Charter Petition

Section: V. Items Scheduled for Consideration and/or Action
Item: C. Approval of the Connecting Waters Charter School - Central Valley's Renewal Charter Petition
Purpose: Vote
Submitted by: Administration
Related Material: CWCV Charter Renewal, 2026-2031, 11-18-25.docx.pdf

BACKGROUND:

Modesto City Schools request the CWCS Board of Directors to approve the recently submitted Charter Petition for Renewal.



Connecting Waters Charter School – Central Valley
A TK-12 Public Charter School

Submitted to
Modesto City Schools

Originally Submitted December 1, 2017
Renewal Submitted November 25, 2025
For the term July 1, 2026 – June 30, 2031

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AFFIRMATIONS & DECLARATION

As the authorized lead petitioner, I, Jerri Levers, hereby certify that the information submitted in this petition for renewal of a California public charter school to be named Connecting Waters Charter School - Central Valley (hereafter “CWCV” or the “Charter School”), to be operated by Connecting Waters Charter Schools, and to be located within the boundaries of Modesto City Schools (“MCS” or the “District”) is true to the best of my knowledge and belief; and further, I understand that if awarded a charter, CWCV will follow any and all applicable federal, state, and local laws and regulations, including that CWCV:

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 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(d)(1)].
2. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
3. Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
4. Connecting Waters Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CWCV for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
5. 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(e)(1)]
6. Shall admit all pupils who wish to attend the Charter School, unless CWCV receives a greater number of applications than there are spaces for students, in which case, it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(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(e)(2)(C). Education Code Section 47605(e)(2)(A)-(C)]
7. Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b), and 47610]
8. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, CWCV shall notify the superintendent

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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(e)(3)]

9. Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
10. 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(f)(5)(C)].
11. Shall ensure that teachers in CWCV hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)].
12. Shall at all times maintain all necessary and appropriate insurance coverage.
13. Shall for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
14. 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)].
15. Shall on a regular basis consult with its parents and teachers regarding CWCV's educational programs. [Ref. Education Code Section 47605(d)].
16. Shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1].
17. 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").
18. Shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
19. Shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
20. Shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
21. Shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

22. Shall comply with Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
23. Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].
24. 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)]
25. The Charter School shall adhere to each of the conditions of Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another School for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
26. The Charter School shall comply with Education Code Section 51744, *et seq.* related to independent study, as applicable.

Authorized Representative’s Signature

Date

Introduction

In 2018, Modesto City Schools approved CWCV's charter and the Charter School began executing its mission to promote academic excellence while providing individualized public education through challenging, unique, and varied learning. Our existing charter school, Connecting Waters Charter School, originally authorized in 2002 by Waterford Unified School District ("WUSD") in Stanislaus County enrolls over 700 students in grades transitional kindergarten ("TK")-12 in an independent study program. The students at CWCV come from eight counties - Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus and Tuolumne. CWCV has a total enrollment of 737 students with 476 students being enrolled under Stanislaus County. The corporation Connecting Waters Charter Schools is a California nonprofit public benefit corporation. Connecting Waters Charter School can be referred to as CWCS. Connecting Waters Charter Schools (the corporation) can only be referred to as Connecting Waters Charter Schools.

Connecting Waters Charter School - Central Valley specializes in serving a unique population of students who thrive in an alternative learning environment. Families often come to us when students are struggling academically, behaviorally, or socially. In addition, CWCV offers families with students who excel in sports, music, dance and theatre an alternative educational structure to allow students to pursue their talents without compromising academics. Our team of specialists partner with the parent and the teacher to customize a learning program to fit each student's strengths and interests.

We integrate innovative components such as Canvas classes, online tutoring, an award winning Culinary program, and computer adaptive learning programs. Our team seeks to re-engage and motivate students through stimulating and meaningful learning experiences that pique student interest. Although our student population appears to be quite challenging when they enter, we observe hundreds of success stories as we work together to discover the keys to helping each student learn and thrive. Our families are highly satisfied with the opportunities, resources, and support they receive and deliver powerful testimonials of the importance of this program for their students. Years into the future, our graduates remain lifelong learners, contributing community members, and happily satisfied members of society.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Connecting Waters Charter School - Central Valley is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, Connecting Waters Charter School - Central Valley fits into the middle performing category, as determined by law and the California Department of Education,

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and is eligible, and as clearly demonstrated by the evidence, meets the criteria for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement, or showing strong post-secondary outcomes.

Connecting Waters documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect the Charter School’s 2023 and 2024 Dashboard performance indicator colors for all students and for comparison purposes, the District’s and the State’s. High school indicators (College/Career and Graduation Rate) are not available for the district. Modesto City High School District’s indicators for CCI and Graduation rate were low and orange, respectively, for 2023 and yellow and green for 2024.

Connecting Waters Charter School - Central Valley has had a mix of indicator colors for the past two years, with two of five indicators assigned a blue or green color in 2023 and four out of seven assigned blue or green in 2024.

2023 Dashboard Performance Indicator Colors

Indicator	Connecting Waters Charter School - Central Valley	District – Modesto City Elementary	State
ELA (academic)	Orange	Orange	Orange
Math (academic)	Orange	Yellow	Orange
ELPI (academic)		Yellow	Yellow
College/Career (academic)	High	n/a	Medium
Chronic Absenteeism	Blue	Yellow	Yellow
Suspension Rate	Blue	Orange	Orange

Graduation Rate	Orange	n/a	Orange
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2024 Dashboard Performance Indicator Colors

Indicator	Connecting Waters Charter School - Central Valley	District – Modesto City Elementary	State
ELA (academic)	Orange	Yellow	Orange
Math (academic)	Orange	Yellow	Orange
ELPI (academic)	Orange	Green	Orange
College/Career (academic)	Green	n/a	Yellow
Chronic Absenteeism	Blue	Yellow	Yellow
Suspension Rate	Blue	Yellow	Green
Graduation Rate	Green	n/a	Yellow

Tables 1 a & b: CA School Dashboard indicator colors for All Students from 2023 and 2024 compared to District and State

The following charts reflect the Charter School’s 2023 and 2024 Dashboard indicator status scores for all students and student groups below the All Students average compared to the State’s performance on the academic indicators: English language arts (ELA) distance from standard (DFS), mathematics DFS, English learner progress (ELPI) percent making progress, and College/Career (CCI) percent prepared.

Instances where Connecting Waters Charter School - Central Valley exceeded the statewide average are highlighted in green. Only student groups with at least 30 students are shown, since smaller groups are not assigned an indicator color on the Dashboard.

2023 & 2024 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI		CCI	
	2023	2024	2023	2024	2023	2024	2023	2024
All	-23.3 DFS (9.7 pts below)	-25.6 DFS (12.4 pts below)	-76.4 DFS (27.3 pts below)	-85.9 DFS (38.3 pts below)	43.8 DFS (4.9 pts below)	42.4 DFS (3.3 pts below)	57.1 DFS (13.2 pts above)	60.9 DFS (15.6 pts above)
EL		-49.4 DFS (18.2 pts above)		-153.8 DFS (60.4 pts below)				
SED	-39.4 DFS (3.2 pts above)	-38.2 DFS (2.7 pts above)	-98.9 DFS (18.1 pts below)	-108 DFS (29.8 pts below)			53.4 DFS (18 pts above)	
SWD	-94.3 DFS (2 pts above)	-82.5 DFS (13.1 pts above)	-134.1 DFS (6.8 pts below)	-140.2 DFS (15.9 pts below)				

Hispanic	-31.4 DFS (8.8 pts above)	-33.4 DFS (5.9 pts above)	-87.8 DFS (7 pts below)	-105 DFS (25.8 pts below)				
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Table 2: CA School Dashboard status scores for All Students and significant student groups in 2023 and 2024 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2023 and 2024.

	2023 Dashboard	2024 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Table 3: CA School Dashboard Local Indicator Status for 2023 and 2024

Verified Data: i-Ready by Curriculum Associates

i-Ready measures Typical Growth to show the annual growth of an average student at a given placement to show how students are growing relative to comparable peers. I-Ready provides separate criteria to determine one year’s growth for K-8 and 9-12 programs.

i-Ready K-8: According to i-Ready guidance for CA charter renewals, “School that meet or exceed the following amounts of median Typical Growth from the fall to the spring can be said to have achieved sufficient growth during the year.”¹

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

The table below shows the median percent progress to typical growth schoolwide, by grade level, and by the student groups available in the i-Ready system. The green highlights indicate the years the charter met one year’s growth in each tested subject.

Since the growth expectations provided by i-Ready are by grade band and the student group percentages span all grade levels tested, we did not include the green highlights for the student groups.

¹ Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K-8: 2024-2025 School Year from Curriculum Associates Guidance Brief – August 2024

MATH K-8: I-READY MEDIAN PERCENT PROGRESS TO TYPICAL GROWTH				
Student Grade / Group	2021-2022	2022-2023	2023-2024	2024-2025
All Grades	69%	88%	83%	100%
K	81%	105%	90%	92%
1st	62%	83%	74%	88%
2nd	65%	80%	90%	96%
3rd	46%	92%	62%	92%
4th	70%	83%	73%	96%
5th	55%	78%	92%	64%
6th	31%	60%	74%	93%
7th	100%	107%	84%	187%
8th	121%	108%	111%	158%
<i>Economically disadvantaged</i>	74%	75%	83%	108%
<i>English learners</i>	50%	83%	80%	113%
<i>Students with disabilities</i>	60%	100%	60%	61%
<i>Hispanic</i>	54%	83%	79%	92%
<i>White</i>	68%	91%	83%	100%
<i>Two or more races</i>	75%	84%	85%	100%

READING K-8: I-READY MEDIAN PERCENT PROGRESS TO TYPICAL GROWTH				
Student Grade / Group	2021-2022	2022-2023	2023-2024	2024-2025
All Grades	75%	92%	105%	109%
K	75%	68%	49%	73%
1st	63%	69%	84%	110%
2nd	81%	82%	104%	116%
3rd	65%	99%	84%	96%
4th	58%	152%	175%	69%
5th	70%	125%	130%	97%
6th	89%	129%	142%	168%
7th	141%	50%	192%	195%
8th	124%	100%	89%	150%
<i>Economically disadvantaged</i>	78%	69%	105%	106%
<i>English learners</i>	72%	81%	125%	109%
<i>Students with disabilities</i>	29%	59%	88%	84%
<i>Hispanic</i>	80%	82%	85%	92%
<i>White</i>	75%	92%	100%	107%
<i>Two or more races</i>	82%	89%	107%	141%

Tables 6 a & b: i-Ready Diagnostic Growth Report Median Percent Progress to Typical Growth

The table below summarizes the number of grade levels that met the target for one year’s growth according to i-Ready guidance. The years and subjects where 50% or more of the grade levels met the target, are highlighted in green.

Connecting Waters – Central Valley has consistently shown that it has met one year’s growth in both Math and Reading every year for the past three years for grades K through 8.

i-Ready Meeting One Year’s Growth				
	2021-2022	2022-2023	2023-2024	2024-2025
Math	3 of 9 grades	8 of 9 grades	6 of 9 grades	8 of 9 grades
Reading	5 of 9 grades	7 of 9 grades	8 of 9 grades	7 of 9 grades

Table 7: Count of grade levels meeting the annual growth target of the grade levels with at least 10 students with growth scores

The tables below show the count of Students Assessed and the Total enrollment from i-Ready’s Diagnostic Growth Report. Those counts were used to produce the participation rates below.

The green highlights below indicate the years the charter met the 95% participation rate criteria schoolwide. Connecting Waters – Central Valley has maintained a test participation rate on i-Ready of above 95% every year from 2021-22 to 2024-2025 for grades K-8.

MATH K-8: PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	460/473	97%	467/489	96%	479/487	98%	498/501	99%
K	51/58	88%	46/58	79%	43/46	93%	52/53	98%
1 st	43/44	98%	60/62	97%	58/58	100%	45/46	98%
2 nd	48/48	100%	40/41	98%	52/54	96%	68/68	100%
3 rd	55/56	98%	51/52	98%	48/48	100%	57/57	100%
4 th	51/52	98%	53/55	96%	54/54	100%	48/48	100%
5 th	52/52	100%	51/52	98%	56/58	97%	48/48	100%
6 th	47/49	96%	48/49	98%	54/54	100%	57/57	100%
7 th	59/59	100%	55/56	98%	62/62	100%	62/62	100%
8 th	54/55	98%	63/64	98%	52/53	98%	61/62	98%
<i>Economically disadvantaged</i>	171/172	99%	167/167	100%	161/162	99%	211/213	99%
<i>English learners</i>	54/62	87%	56/70	80%	50/53	94%	58/58	100%

<i>Students with disabilities</i>	45/45	100%	60/63	95%	66/70	94%	72/74	97%
<i>Hispanic</i>	234/237	99%	234/244	96%	237/239	99%	147/147	100%
<i>White</i>	334/342	98%	373/391	95%	385/391	98%	394/396	99%
<i>Two or more races</i>	90/94	96%	67/69	97%	64/66	97%	77/78	99%

READING K-8: PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	459/473	97%	468/489	96%	479/487	98%	498/501	99%
K	51/58	88%	46/58	79%	43/46	93%	52/53	98%
1 st	43/44	98%	60/62	97%	58/58	100%	45/46	98%
2 nd	48/48	100%	40/41	98%	52/54	96%	68/68	100%
3 rd	55/56	98%	52/52	100%	48/48	100%	57/57	100%
4 th	51/52	98%	53/55	96%	54/54	100%	48/48	100%
5 th	52/52	100%	51/52	98%	56/58	97%	48/48	100%
6 th	47/49	96%	48/49	98%	54/54	100%	57/57	100%
7 th	58/59	98%	55/56	98%	62/62	100%	62/62	100%
8 th	54/55	98%	63/64	98%	52/53	98%	61/62	98%
<i>Economically disadvantaged</i>	171/172	99%	167/167	100%	161/162	99%	211/213	99%
<i>English learners</i>	54/62	87%	56/70	80%	50/53	94%	58/58	100%
<i>Students with disabilities</i>	45/45	100%	61/63	97%	66/70	94%	72/74	97%
<i>Hispanic</i>	234/237	99%	235/244	96%	237/239	99%	147/147	100%
<i>White</i>	334/342	98%	374/391	96%	385/391	98%	394/396	99%
<i>Two or more races</i>	90/94	96%	67/69	97%	64/66	97%	77/78	99%

Tables 7 a & b: i-Ready participation rate based on Students Assessed out of Total on Diagnostic Growth Report

Grades 9-12: According to i-Ready guidance for CA charter renewals, “For grades 9–12 for California charter schools, i-Ready’s Growth-to-Proiciency Model is approved by SBE for use to measure one year’s worth of growth. This model is effective and has been approved and used for accountability in New York State and elsewhere.

In this model, there are two potential criteria for students to reach. If a student meets either (or both) criterion, then they are considered to have met the requirement.

• **Criterion 1: Growth Goal.** The first criterion is whether a student has a gain score that is within one-half of the standard error of measurement of *i-Ready's* Typical Growth target for the appropriate grade, based on the placement of their initial assessment during the school year.

• **Criterion 2: Proficiency Goal.** The second criterion is if the student reaches a placement of Mid-On Grade Level or higher at any point during the school year.”² Curriculum Associates provides the following table outlining school ratings for ranges of students meeting the criteria. “For the purposes of California’s charter requirements, “Average,” “Effective,” and “Highly Effective” schools can be considered to meet one years’ worth of growth.”³

Table 4: School Ratings for Ranges of Students Meeting Criteria

% Students Meeting Criteria	Rating	Determination
0-49%	Ineffective	Did Not Meet
50-74%	Average	Met
75-90%	Effective	Met
91-100%	Highly Effective	Met

Connecting Waters - Central Valley has met the criteria for one year’s growth for its high school students every year for the last four years in Reading (21-22 through 24-25) and for the last three years in Math (22-23 through 24-25), schoolwide and for all significant student groups.

The tables below highlight in green the groups and grade levels that met the criteria in each subject over the last four years.

MATH 9-12: I-READY PERCENTAGE MEETING GROWTH REQUIREMENT				
Student Grade / Group	Fall '21 – Spring '22	Fall '22 – Spring '23	Fall '23 – Spring '24	Fall '24 – Spring '25
All Students	Ineffective	Average	Average	Average
9 th	Average	Effective	Effective	Effective
10 th	Average	Average	Average	Average
11 th	Ineffective	Average	Ineffective	Average
12 th	Ineffective	Ineffective	Average	Average
<i>Economically disadvantaged</i>	<i>Ineffective</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>English learners</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>Special education</i>	<i>Ineffective</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>Hispanic</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>White</i>	<i>Ineffective</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>Two or more races</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>

READING 9-12: I-READY PERCENTAGE MEETING GROWTH REQUIREMENT				
Student Grade / Group	Fall '21 – Spring '22	Fall '22 – Spring '23	Fall '23 – Spring '24	Fall '24 – Spring '25
All Students	Average	Average	Average	Average
9 th	Average	Average	Average	Average
10 th	Average	Average	Average	Average
11 th	Average	Ineffective	Average	Average
12 th	Ineffective	Ineffective	Average	Average
<i>Economically disadvantaged</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>English learners</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>Special education</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>Hispanic</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>White</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
<i>Two or more races</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>

Tables 8 a & b: Report from i-Ready - CA Charters Progress CONNECTING WATERS CHARTER CENTRAL VALLEY 21-22 through 24-25

The tables below show the grades 9-12 participation rate from i-Ready’s CA Charters Progress reports for each year. The green highlights below indicate the years the charter met the 95% participation rate criteria schoolwide for grades 9-12. Connecting Waters – Central Valley has maintained a test participation rate on i-Ready of above 95% every year from 2021-22 to 2024-2025 for grades 9-12 as well.

MATH K-8: PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	192 / 195	98%	220 / 225	98%	220 / 217	99%	216 / 216	100%
9 th	45/46	98%	49/50	98%	65/63	97%	48/48	100%
10 th	48/48	100%	59/60	98%	58/58	100%	61/61	100%
11 th	67/69	97%	50/52	96%	62/61	98%	62/62	100%
12 th	32/32	100%	62/63	98%	35/35	100%	45/45	100%
<i>Economically disadvantaged</i>	<i>89/89</i>	<i>100%</i>	<i>89/90</i>	<i>99%</i>	<i>87/87</i>	<i>100%</i>	<i>116 / 116</i>	<i>100%</i>
<i>English learners</i>	<i>54/57</i>	<i>95%</i>	<i>62/62</i>	<i>100%</i>	<i>55/57</i>	<i>96%</i>	<i>55/55</i>	<i>100%</i>
<i>Students with disabilities</i>	<i>24/24</i>	<i>100%</i>	<i>31/32</i>	<i>97%</i>	<i>26/27</i>	<i>96%</i>	<i>30/30</i>	<i>100%</i>
<i>Hispanic</i>	<i>94/94</i>	<i>100%</i>	<i>103/ 105</i>	<i>98%</i>	<i>114 / 116</i>	<i>98%</i>	<i>61/61</i>	<i>100%</i>

<i>White</i>	122 / 124	98%	145 / 149	97%	148 / 150	99%	152 / 152	100%
<i>Two or more races</i>	47/48	98%	53/53	100%	54/54	100%	46/46	100%

READING K-8: PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	192 / 195	98%	220 / 225	98%	220 / 217	99%	216 / 216	100%
9 th	45/46	98%	49 /50	98%	65/63	97%	48/48	100%
10 th	48/48	100%	59/60	98%	58/58	100%	61/61	100%
11 th	67/69	97%	50/52	96%	62/61	98%	62/62	100%
12 th	32/32	100%	62/63	98%	35/35	100%	45/45	100%
<i>Economically disadvantaged</i>	89/89	100%	89/90	99%	87/87	100%	116 / 116	100%
<i>English learners</i>	54/57	95%	62/62	100%	55/57	96%	55/55	100%
<i>Students with disabilities</i>	24/24	100%	31/32	97%	26/27	96%	30/30	100%
<i>Hispanic</i>	94/94	100%	103 / 105	98%	114 / 116	98%	61/61	100%
<i>White</i>	122 / 124	98%	145 / 149	97%	148 / 150	99%	152 / 152	100%
<i>Two or more races</i>	47/48	98%	53/53	100%	54/54	100%	46/46	100%

Tables 9a & b: i-Ready participation rate from CA Charters Progress CONNECTING WATERS CHARTER CENTRAL VALLEY 21-22 through 24-25

Comparisons to Demographically Similar Schools

The schools selected for comparison to Connecting Waters - Central Valley were determined based on geographic distance, grade levels served, and demographic similarities. The list below represents all schools within 4 miles of Connecting Waters – Central Valley that have a Socioeconomically Disadvantaged (SED) population within 10 percentage points of Connecting Waters – Central Valley and an English Learner (EL) population within 5 percentage points, according to the 2024 Dashboard enrollment data. Connecting Waters - Central Valley is also compared to Modesto City Elementary and Modesto City High districts.

The comparison schools and their demographics are listed in the table below.

School	Grades Served	Socioeconomically Disadvantaged	English Learners
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Connecting Waters Charter School - Central Valley	K-12	49.9%	4.7%
Great Valley Academy	K-8	45.5%	9.7%
Hart-Ransom Elementary	K-8	52.1%	8.2%
Hart-Ransom Charter	K-12	47.8%	0.6%
Enslin Elementary	K-6	49.7%	3.9%
Joseph A. Gregori High	9-12	57.9%	8.9%
Modesto City Elementary (district)	P-12	87.2%	34.4%
Modesto City High (district)	6-Adult	69.2%	16.3%

Source: CA School Dashboard (2024)

Connecting Waters - Central Valley is compared to these schools below on measurable outcomes available through the CA Dashboard and DataQuest.

Comparison Data: Dashboard ELA and Math

The CA Dashboard measures ELA and Math performance on the Smarter Balanced (SBAC) and CA Alternate Assessments (CAA) using the metric Distance from Standard (DFS) schoolwide and by student group. DFS is calculated as the average difference between a student’s score and “standard performance,” the score required to achieve proficiency on the ELA and Math assessments.

In 2024, CWCV performed better than multiple comparison schools on the Dashboard DFS in ELA and Math, particularly with English Learners (EL) and Students with Disabilities (SWD) in ELA. The table below shows the Distance from Standard for CWCV and its comparison schools for 2024 for all students and by significant student group. The red text indicates all instances that the comparison schools and districts performed below CWCV.

CA School Dashboard Distance from Standard: All Students

School	ALL	EL	SED	SWD	Hispanic
ENGLISH LANGUAGE ARTS/LITERACY					
Connecting Waters Charter School - Central Valley	-25.6	-49.4	-38.2	-82.5	-33.4
Enslin Elementary	22.1		-17.2	-29.3	-15.5
Great Valley Academy	-28.4	-60.9	-46.3	-93.5	-40.0
Hart-Ransom Charter	-23.0		-33.0	-34.7	-24.0
Hart-Ransom Elementary	3.8	-25.1	-8.4	-77.7	-4.3
Joseph A. Gregori High	-1.8	-79.9	-22.9	-105.0	-21.7
Modesto City Elementary (district)	-53.5	-81.1	-62.2	-122.7	-62.6
Modesto City High (district)	-14.8	-105.5	-35.7	-124.1	-31.8
MATHEMATICS					

Connecting Waters Charter School - Central Valley	-85.9	-153.8	-108.0	-140.2	-105.0
Enslin Elementary	-0.8		-32.3	-53.5	-29.5
Great Valley Academy	-38.5	-77.2	-60.1	-88.2	-52.3
Hart-Ransom Charter	-62.4		-72.1	-84.7	-86.1
Hart-Ransom Elementary	-28.2	-56.6	-44.1	-97.8	-36.0
Joseph A. Gregori High	-76.7	-155.8	-99.8	-176.4	-98.5
Modesto City Elementary (district)	-81.6	-104.6	-90.3	-147.3	-90.1
Modesto City High (district)	-120.8	-188.5	-143.8	-200.2	-141.2

Table: 2024 Distance from Standard schoolwide and by student group for Connecting Water Central Valley and Comparisons, according to CA Dashboard

The following table summarizes the information with the number of schools and comparison groups that CWCV outperformed, highlighting in green the instances where CWCV performed better than the majority of comparisons.

	ALL	EL	SED	SWD	Hispanic
ELA	CWCV performed better than 2 of 5 schools and the elementary district	CWCV performed better than 2 of 3 schools and both districts	CWCV performed better than 1 of 5 schools and the elementary district	CWCV performed better than 2 of 5 schools and both districts	CWCV performed better than 1 of 5 schools and the elementary district
Math	CWCV performed better than the high school district	CWCV performed better than 1 of 5 schools and the high school district	CWCV performed better than the high school district	CWCV performed better than 1 of 5 schools and both districts	CWCV performed better than the high school district

Table: 2024 Distance from Standard at Connecting Waters and Comparison schools by student group, summarized

Starting in 2025, the CA Dashboard began releasing growth data for ELA and Math. The Dashboard Growth measure is based on change over time on the SBAC for the same set of students. Only schools serving students in grades 4-8 receive a growth score because the students must be tested in two consecutive years to produce a growth score. Connecting Waters – Central Valley showed strong ELA growth schoolwide and by student group from 2023 to 2024. CWCV’s math growth was not as strong.

Connecting Waters is implementing a multi-tiered approach to strengthen math achievement across all grade levels. This year, we launched *Tiger Time* Tier 1 Core Math classes for grades 3–8 to ensure students receive consistent, high-quality instruction aligned with grade-level standards. Optionally, *Tiger Time* Tier 1

Supplemental classes called *Big Ideas* provide targeted practice and concept reinforcement to build fluency and confidence. Our Early Math Intervention Specialist is also working closely with teachers and families to identify students who may be struggling, deliver early targeted interventions, and monitor progress through data-driven practices. She is also conducting parent training workshops in math as well as various family math events to increase engagement and skills. Together, these initiatives aim to close learning gaps, promote foundational understanding, and support continuous growth in mathematics for all students.

The red text in the table below shows comparison schools that performed lower than CWCV on Dashboard Growth.

CA School Dashboard Distance from Standard: Student Groups

School	ALL	EL	SED	SWD	Hispanic
ENGLISH LANGUAGE ARTS/LITERACY					
Connecting Waters Charter School - Central Valley	9	23	3	0	8
Enslin Elementary	16	*	6	26	8
Great Valley Academy	-9	-6	-10	-21	-11
Hart-Ransom Charter	8	*	2	*	10
Hart-Ransom Elementary	7	1	7	-5	3
Modesto City Elementary	4	4	4	-9	4
MATHEMATICS					
Connecting Waters Charter School - Central Valley	-7	-10	-11	-4	-10
Enslin Elementary	16	*	12	12	8
Great Valley Academy	8	5	4	16	2
Hart-Ransom Charter	1	*	-6	*	-8
Hart-Ransom Elementary	-1	-8	-5	0	-4
Modesto City Elementary	1	5	1	-5	2

Table: 2024 CAASPP Growth Scores according to the CA Dashboard

Comparison Data: SBAC ELA and Math by Grade Band

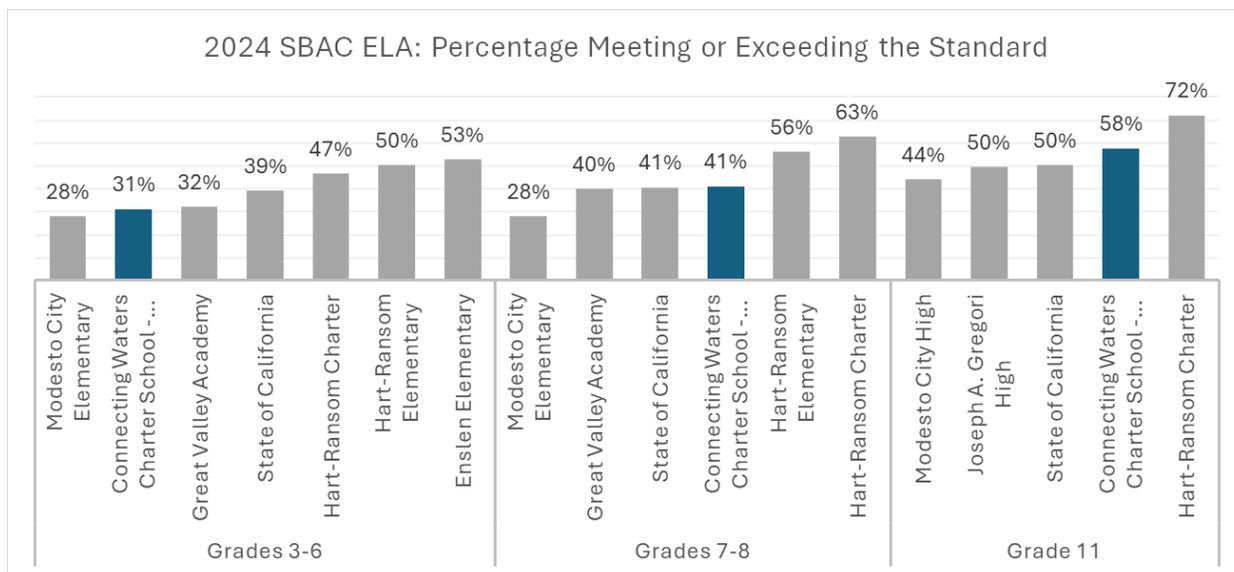
Since the Dashboard ELA and Math metrics cannot be broken down by grade level and CWCV’s comparisons span elementary, middle, and high schools, the percentage of students meeting or exceeding the standard on the SBAC is shown below. Smarter Balanced performance is reported by grade level and achievement level on DataQuest.

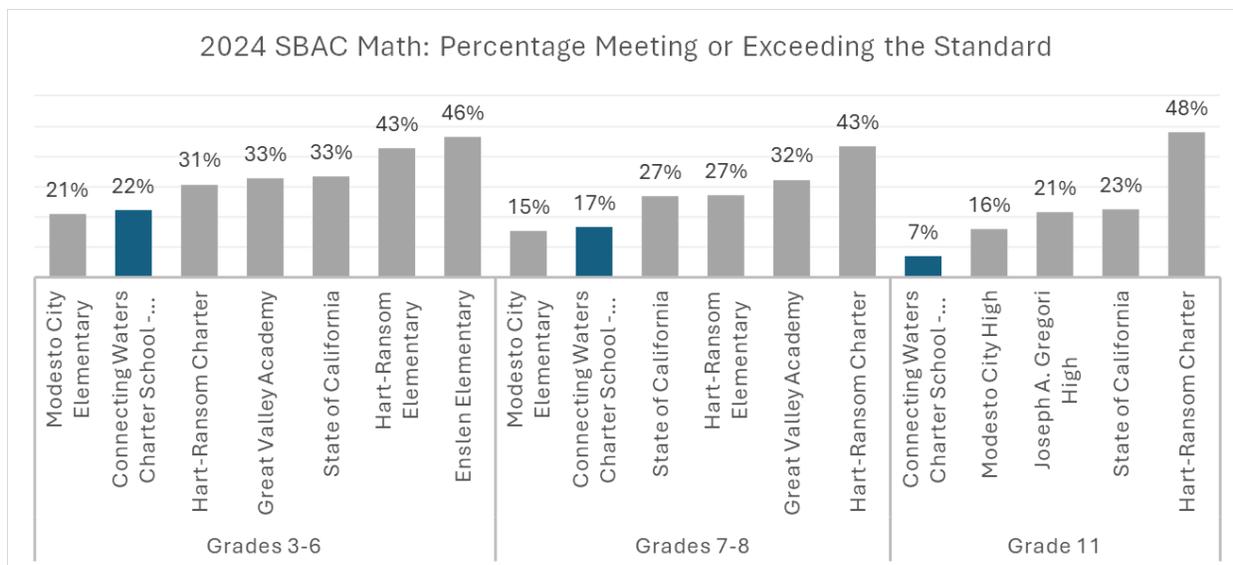
Using percent met or exceeded, Connecting Waters – Central Valley, as a K-12 school, can be compared to other schools by grade band performance. Grade level breakouts

for 2024 show performance at CWCV increases in ELA as we move up the grade bands, from grades 3-6 to 7-8 to high school (grade 11). When compared to other schools, CWCV has the strongest performance in high school, outperforming all but one comparison high school. Middle school performance is in the middle of comparison schools and elementary performance is lower than many comparison schools.

Performance did not show the same trend in Math, although statewide middle and high school math scores tend to be lower than in elementary grades.

The graphs below show the SBAC ELA and Math performance by grade band at Connecting Waters - Central Valley and its comparisons. Connecting Waters is highlighted in blue.





Comparison Data: High School Outcomes

The CA Dashboard offers two indicators for high school outcomes: graduation rate and the College and Career Indicator (CCI). CCI measures the graduates who are considered “prepared” for college, which includes various factors including SBAC achievement, AP scores, college credit completion, and A-G or CTE Pathway completion. CCI was not released for the 2021 or 2022 school years.

Connecting Waters – Central Valley’s 4 and 5-year Dashboard graduation rate 5 is on par with the Modesto City High district average and above the state average the last three years. The table below shows the graduation rates of Connecting Waters – Central Valley and its comparison high schools over the past 4 years, with instances where a comparison had a lower graduation rate than CWCV in red.

DASHBOARD 4/5-YEAR GRADUATION RATE				
	2021	2022	2023	2024
Connecting Waters - Central Valley	86.4	93.6	89.7	91.8
Hart-Ransom Charter	95.7	93.8	93.5	100.0
Joseph A. Gregori High	96.3	96.7	95.5	96.9
Modesto City High	88.9	91.0	89.9	91.2
State	86.8	87.4	86.4	86.7

Table: CA Dashboard Graduation Rate

Of the graduating students, Connecting Waters - Central Valley prepares more of them for college and career than most of the comparisons, as demonstrated by the CCI. The CCI at CWCV has been greater than the district and the state the last two years. In 2023, CWCV’s CCI exceeded both comparison high schools. Connecting Waters – Central Valley’s CCI has also increased each year from 2020 to 2024. In the table

below, the instances where a comparison had a lower indicator score than CWCV are in red.

DASHBOARD COLLEGE & CAREER: PERCENT PREPARED				
	2020	2021 & 2022	2023	2024
Connecting Waters - Central Valley	45.0	No Dashboard	57.1	60.9
Hart-Ransom Charter	19.2		54.8	71.0
Joseph A. Gregori High	50.6		41.5	43.3
Modesto City High	38.3		31.0	33.3
State	45.8		43.9	45.3

Table: CA Dashboard College/Career Indicator

Comparison Data: Culture Indicators

Connecting Waters – Central Valley’s chronic absenteeism and suspension rates are also lower than comparison schools.

Chronic absenteeism is measured for only grades K-8 on the Dashboard, while DataQuest reports chronic absenteeism for grades K-12. To best compare Connecting Waters – Central Valley’s entire student body, DataQuest’s chronic absenteeism rate is shown below next to its comparison schools and district. The table shows the chronic absenteeism rate from 2020-21 to 2023-24, Instances where the comparison school, district or state had a higher percentage of chronic absenteeism than CWCV are shown in red. Connecting Waters has consistently maintained one of the lowest chronic absenteeism rates of its comparisons.

K-12 CHRONIC ABSENTEEISM				
	2021	2022	2023	2024
Connecting Waters - Central Valley	0%	1%	1%	0%
Enslin Elementary	10%	28%	20%	6%
Great Valley Academy	10%	18%	22%	16%
Hart-Ransom Charter	0%	0%	1%	0%
Hart-Ransom Elementary	21%	17%	14%	10%
Joseph A. Gregori High	4%	29%	23%	19%
Modesto City Elementary	13%	45%	29%	17%
Modesto City High	12%	39%	30%	25%
State	14%	30%	25%	20%

Table: K-12 Chronic Absenteeism Rates by Year, according to DataQuest

The suspension rates shown below are from the Dashboard. Connecting Waters is one of two schools in its comparison group that has maintained a 0% suspension rate over the past 3 years. Instances where a comparison had a higher suspension rate than CWCV are in red.

DASHBOARD SUSPENSION RATE

	2021	2022	2023	2024
Connecting Waters - Central Valley	0.0%	0.0%	0.0%	0.0%
Enslens Elementary	1.8%	0.6%	2.8%	1.4%
Great Valley Academy	2.1%	3.4%	3.8%	1.7%
Hart-Ransom Charter	0.0%	0.0%	0.0%	0.0%
Hart-Ransom Elementary	3.3%	3.6%	4.1%	4.7%
Joseph A. Gregori High	4.6%	3.5%	3.7%	3.5%
Modesto City Elementary	2.8%	3.1%	4.3%	3.6%
Modesto City High	6.2%	5.2%	5.6%	4.4%
State	3.4%	3.1%	3.5%	3.2%

CAASPP Growth from Prior Years to Grade 11

Student scores in CAASPP can be compared for the Grade 11 students who tested in 2024 and 2025 with their respective scores from middle school and earlier, as available. Distance from Standard is used for students' scores, calculated as the difference between scale score and proficiency cut point for each school year, grade level, and subject. Due to the interruption of testing with the COVID-19 Pandemic, Gr. 11 students in 2024 are limited in their comparisons to Gr. 6 in 2019 and Gr. 11 students in 2025 to Gr. 8 in 2022. These comparisons are made using CAASPP data from CERS, limited to Summative SBAC ELA and Math results.

Comparing students enrolled at Connecting Waters – Central Valley (CWCV) for both middle and high school to those enrolled only in high school show that students enrolled through both have higher Distance from Standard (DFS) in high school in ELA and Math, class of 2025 and 2026. The change in DFS from middle school to high school is also more positive for students continuously enrolled at CWCV in both subjects and both cohorts.

Class of 2025				
		Gr. 6 in 2019	Gr. 11 in 2024	Change in DFS
ELA	Continuously Enrolled	-36.1	45.5	81.6
	Enrolled in HS	-36.8	5.1	41.9
Math	Continuously Enrolled	-57.4	-91.8	-34.4
	Enrolled in HS	-109.7	-156.5	-46.8
Class of 2026				
		Gr. 8 in 2022	Gr. 11 in 2025	Change in DFS
ELA	Continuously Enrolled	13.8	51.7	37.9
	Enrolled in HS	-19.1	15.9	35.0
Math	Continuously Enrolled	-78.8	-89.4	-10.6
	Enrolled in HS	-59.5	-112.6	-53.1

CAASPP Cohort Performance: Students Continuously Enrolled Over 4 Years of Testing

Looking at CAASPP data from CERS Student Data, limiting to students enrolled over four years, 2022 – 2025, significant growth has been seen in Distance from Standard (DFS) in ELA and some improvement has been seen in Math. Notably, in Math, statewide mean scale score by grade level is increasingly below the proficiency cut point as grade levels go up.

In ELA, there is a schoolwide increase in DFS from 2022 to 2025 of 25.6 points, and from 2024 to 2025 of 8.6 points. The average DFS for students in grade 8 in 2025 has increased or maintained within 1 point every year since 2022. Average ELA DFS for grades 6 and 7 has improved 2 out of 3 years from 2022 to 2025, with an overall increase of 43 points for Grade 6 and 15 points for Grade 7.

While Math DFS has not shown the same increase with performance over years, there is still a demonstrable increase from 2024 to 2025 for students in grades 6 and 7 with DFS growth of 3 and 15 points respectively.

ELA - CWCV				
	2022 DFS	2023 DFS	2024 DFS	2025 DFS
Gr. 6 in 2025	-56.3	-65.3	-17.0	-13.3
Gr. 7 in 2025	-45.6	-40.2	-51.3	-30.5
Gr. 8 in 2025	-27.7	-25.9	-5.5	-6.2
Schoolwide	-43.0	-43.1	-26.0	-17.4
Math - CWCV				
	2022 DFS	2023 DFS	2024 DFS	2025 DFS
Gr. 6 in 2025	-56.2	-56.9	-83.4	-80.5
Gr. 7 in 2025	-55.9	-72.7	-83.4	-68.5
Gr. 8 in 2025	-89.7	-91.7	-79.4	-103.4
Schoolwide	-67.0	-74.1	-82.1	-83.5

By comparison, the below table shows an estimate of state-level DFS, calculated as the state average scale score by grade level subtracted by the proficiency cut point for the grade, year, and subject. Comparing 2022 to 2024 change at CWCV to the same change at the state level, there is a much greater increase in ELA DFS for the cohorts of students in Gr. 6 and Gr. 8 in 2025 at CWCV. In Math, a similar decline in DFS is seen from 2022 to 2024 for students in the Gr. 6 and Gr. 7 in 2025 cohorts at CWCV as exists at the statewide level. Students in Gr. 8 in 2025 demonstrated an increase in 10 points DFS from 2022 to 2024 at CWCV, compared to a decline in DFS of 2 points at the statewide level.

ELA – State Mean Scale Score			
	2022 DFS	2023 DFS	2024 DFS

Gr. 6 in 2025	-24	-21	-12
Gr. 7 in 2025	-19	-12	-16
Gr. 8 in 2025	-11	-20	-16
Math – State Mean Scale Score			
	2022 DFS	2023 DFS	2024 DFS
Gr. 6 in 2025	-19	-25	-45
Gr. 7 in 2025	-31	-48	-53
Gr. 8 in 2025	-52	-55	-54

iReady Performance by Years Enrolled

Students tested in iReady exams can be compared by the number of years they have been continuously enrolled and tested. The below tables show 2025 iReady performance by percentage of students who are on or above grade level at their final test in the school year for each grade, Grade 2-11, and subject, split by enrollments of 2 or fewer years and 3 or more years. Grades K-1 are omitted due to not having students enrolled 3+ years and grade 12 is omitted for having fewer than 11 students enrolled less than 3 years.

In ELA, 7 of 10 grades and overall schoolwide performance had a higher percentage of students performing on grade level for students who had been enrolled and tested in iReady at CWCV 3 or more years. In Math, 5 of 10 grades and overall schoolwide performance had a higher or equal percentage of students on grade level among students with 3+ years enrolled compared to newer enrolled students. This data is demonstrated in the below tables, with green highlights used to represent instances of longer enrollments correlating to higher performance.

ELA		
	Enrolled and Tested at CWCV 1-2 Years	Enrolled and Tested 3+ Years
Gr. 2	70%	63%
Gr. 3	44%	73%
Gr. 4	65%	53%
Gr. 5	50%	61%
Gr. 6	26%	54%
Gr. 7	57%	59%
Gr. 8	64%	61%
Gr. 9	50%	63%
Gr. 10	67%	70%
Gr. 11	33%	47%
All	54%	60%
Math		

	Enrolled and Tested at CWCV 1-2 Years	Enrolled and Tested 3+ Years
Gr. 2	63%	56%
Gr. 3	44%	71%
Gr. 4	50%	60%
Gr. 5	56%	45%
Gr. 6	35%	57%
Gr. 7	54%	50%
Gr. 8	43%	39%
Gr. 9	68%	70%
Gr. 10	52%	78%
Gr. 11	53%	49%
All	52%	57%

ELEMENT 1: 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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(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, 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 (c)(5)(A)(i).

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

Mission and Vision

Connecting Waters Charter School – Central Valley (CWCV) is a collaborative educational community dedicated to promoting academic excellence through personalized, flexible, and rigorous public education. Our mission is to promote academic excellence, guiding students through individualized public education designed to prepare them for college and career success. We are redefining what education can look like through a flexible, challenging, and dynamic approach.

CWCV envisions a future where every learner has access to adaptive, challenging, and meaningful educational opportunities that spark intellectual growth and lifelong learning. We believe that students thrive when instruction honors their unique interests, pacing, and learning styles—and when families are supported as active partners in that process. Our vision is to empower students to explore their passions, achieve academic mastery, and develop the self-motivation and integrity needed to become thoughtful, contributing members of society.

CWCV's goals for students and families include:

- Encouraging parent participation and partnership to maximize student learning;
- Supporting students in developing ownership of their educational pathways;
- Fostering intrinsic motivation and self-discipline;
- Ensuring mastery of essential academic and technical skills;
- Promoting one year of academic growth for each year enrolled; and
- Inspiring students to explore their passions across academics, the arts, technology, and career pathways.

To achieve these goals, CWCV offers tuition-free, individualized learning programs; high-quality instructional materials; in-person and online courses; tutoring and intervention; dual enrollment opportunities with several Community Colleges including Modesto Junior College, Delta College, Merced Community College and CCAP classes with Columbia Community College; 4 CTE pathways including Culinary Arts, Health Careers, Animal Science and Business; and extensive academic and guidance support. The school's WASC accreditation and approved a–g coursework ensure that students are prepared for college and beyond.

Educational Philosophy

Connecting Waters Charter School – Central Valley was founded to meet the growing demand from families seeking a more personalized and empowering approach to education, one that cultivates independent, resourceful learners prepared for lifelong success. With family partnership at the heart of our model and guidance from credentialed, experienced teachers, CWCV provides a flexible and engaging learning environment where students thrive at their own pace and through diverse educational pathways.

At CWCV, learning happens wherever curiosity leads and is unconstrained from the classroom. Students learn best in environments that are positive, supportive, and intellectually stimulating, where challenges are embraced as opportunities for growth. Families and educators work together to design individualized learning plans that honor each student's strengths, interests, and goals. Along the way, parents and guardians gain a deep understanding of learning styles, pedagogy, and curriculum development, becoming true partners in the educational journey.

CWCV's teachers and staff are trained in the latest research-based strategies and assessment tools, sharing these methods with families as a cornerstone of our collaborative learning community. Students take pride in shaping their own education, while parents are inspired to foster creativity and exploration beyond traditional boundaries.

Students at CWCV are educated through customized, multi-faceted curricula that may include home-based learning, cooperative classes, community-based programs, on-the-job training, CTE and apprenticeship experiences, group seminars, distance

learning, and vendor-supported enrichment opportunities. This flexible framework allows each learner to connect academic study with real-world application, ensuring relevance, rigor, and meaning in every experience.

Parents and guardians enrolling their children at CWCV play an active role in this process. Through individualized learning contracts, families commit to shared responsibility for each child's education. Teachers and administrators provide expert guidance, helping families align coursework, assessments, and goals with CWCV standards and state requirements. Each student's learning plan clearly defines the courses of study, methods of demonstrating mastery, and credits earned upon successful completion.

CWCV offers a robust college-preparatory program aligned with the University of California (UC) and California State University (CSU) "a-g" requirements. All high school teachers are trained to ensure courses meet transfer and entrance standards, supported by knowledgeable guidance counselors who assist students in planning postsecondary pathways.

Beyond academics, CWCV empowers students to explore their potential in the arts, technology, and applied learning fields. Students identify and strengthen their unique talents while developing new competencies and confidence as learners. Recognizing that no two students learn alike, CWCV emphasizes both *what* students learn and *how* they learn, valuing process as much as outcome. Instruction and assessment practices are grounded in current research on cognitive development and diverse learning modalities.

In alignment with State Standards (including the Common Core, Next Generation Science Standards, and English Language Development Standards) CWCV equips students to be technologically fluent, analytically capable, and globally aware. Through access to modern tools such as Chromebooks, interactive applications, and online learning platforms, students master digital literacy and technological competence essential for future college and career success.

A CWCV graduate is an adaptable, informed, and ethical learner, proficient in core academic disciplines, capable of problem-solving and scientific reasoning, grounded in civic understanding, and guided by a sense of purpose. Our goal is to nurture self-motivated individuals who are not only prepared for college and careers but who also approach life with curiosity, compassion, and the confidence to contribute meaningfully to their communities.

What it Means to be an Educated Person in the 21st Century

An "educated person in the 21st century" at CWCV is one who demonstrates academic proficiency, technological fluency, cultural awareness, and the capacity for lifelong

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learning. Students are encouraged to think critically, collaborate effectively, and engage responsibly in their communities. Our graduates are prepared not only for college admission and career entry but also for meaningful participation in civic life.

Through this philosophy, CWCV develops learners who are academically capable, intrinsically motivated, and equipped with the habits of mind necessary for continuous growth and lifelong success.

How Learning Best Occurs

CWCV believes that learning occurs most powerfully when students are engaged, challenged, and supported within a safe, flexible, and relationship-centered environment. Our model blends the independence of home-based learning with the expertise of credentialed teachers and access to rich academic and extracurricular opportunities.

Independent study is one of the fastest-growing areas in public education today. According to the California Department of Education's Independent Study Program Summary,² more than 277,000 students in grades transitional kindergarten through twelve received half or more of their instruction through independent study in 2023-24. This dramatic growth reflects families' increasing desire for flexibility, personalized instruction, and meaningful engagement in their children's learning.

Over the past decade, extensive research has highlighted the positive social, emotional, and intellectual outcomes of home-based and independent learning, fostering lifelong curiosity, intrinsic motivation, community engagement, and college readiness.

At CWCV our approach to independent study is grounded in a simple but powerful belief: *teaching a student to learn is more valuable than merely providing answers*. Echoing the proverb, "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime," CWCV teachers and parents serve as coaches and facilitators of lifelong learning, nurturing independence, intellectual tenacity, and confidence in every student.

We believe learning thrives when students:

- Are stimulated by challenging, authentic, and thought-provoking problems.
- Discover their unique strengths, learning styles, and environments that enhance motivation and engagement.
- Are encouraged to seek creative solutions to real-world challenges rather than merely memorizing facts.
- Have time and space for focused, individualized study and reflection on their learning.

² <https://www.cde.ca.gov/sp/eo/is/isprogramsummary.asp>

- Build trusting and respectful relationships with teachers who act as mentors and guides.
- Foster mutual respect and collaboration with peers—working toward shared goals through support, not competition.
- Participate in cross-disciplinary projects that integrate content standards and promote deeper learning.
- View skills and knowledge as building blocks of mastery, each step leading to greater understanding and purpose.
- Use technology as a tool for inquiry and exploration, not simply as a destination or end product.
- Receive personalized counseling and goal-setting support that connects academic work to future college, career, and life aspirations.
- Learn in a safe, supportive, and caring environment where each student feels known and valued.

We believe learning thrives when families have access to:

- Rigorous standards and an effective curriculum supported by local resources, including a learning center, library, and enrichment classes.
- Long-term relationships with credentialed teachers and advisors who are responsive, organized, and committed to student success.
- A network of community vendors offering rich, hands-on educational experiences.
- Access to educational tools and technology, including microscopes, robotics kits, iPads, and laptops.
- Flexibility and freedom to tailor instruction to each child's pace, learning style, and interests while remaining aligned with state standards.
- Professional guidance and accountability through teacher consultation in a relaxed yet structured environment.
- Opportunities for participation without pressure, allowing students and families to engage meaningfully at their own comfort level.
- Open communication with school leaders and educators who value parent input and use feedback to drive improvement.
- Transparency through digital tools that provide access to grades, attendance, and learning portfolios.
- Context-based learning experiences that connect academics to real-life applications.
- Supplemental enrichment opportunities and targeted one-on-one tutoring where needed.

CWCV's model empowers students to take ownership of their education while giving families the guidance, tools, and flexibility to nurture deep, lasting learning. Independent study at CWCV is not just a method, it is a mindset that inspires curiosity, responsibility, and lifelong growth.

The school’s *Tiger Time* program, daily tutoring, and department-based interventions exemplify how CWCV bridges personalized learning with targeted academic support. Teachers and specialists collaborate to provide differentiated instruction that helps students meet grade-level standards while advancing toward college and career readiness.

Data from CAASPP, i-Ready, and local assessments guide instructional decisions, ensuring that learning remains responsive, rigorous, and equitable across all student groups.

The school’s Tiered Re-Engagement Policy was developed to address AB130 and ensure our students are engaged in their required daily instructional minutes and following school attendance policies. The ES and Advisor work together to ensure that appropriate academic supports are in place but if there is a lack or participation in synchronous/live instruction opportunities Re-Engagement Team Meetings and Best Interest Evaluation Meetings would be required for student and parent to attend.

Whom the School Is Attempting to Educate

CWCV serves a diverse population of transitional kindergarten through grade 12 students throughout Stanislaus County and adjacent regions. Approximately one-third of all students reside within Modesto, reflecting strong local demand for flexible, high-quality, nonclassroom-based public education.

CWCV’s students come from a wide range of backgrounds and circumstances. Many are drawn to the school because traditional classroom settings have not met their academic, social, or personal needs. Others are aspiring artists, athletes, performers, or entrepreneurs who require a more adaptable educational schedule that allows them to pursue their passions. CWCV also serves students who seek acceleration through advanced coursework, concurrent college enrollment, or career technical education pathways.

The school’s population in 2024-25 closely mirrors that of the region it serves, with the following demographic characteristics:

African American	0.9%	American Indian or Alaska Native	0.4%	Asian	2.4%
Filipino	0.9%	Hispanic or Latino	33.2%	Pacific Islander	0.3%
White	49%	Two or More Races	10.7%	Not Reported	2.2%
English Learners	6.2%	Homeless Youth	0.1%	Students with Disabilities	13%
Socioeconomically Disadvantaged	53.5%	Total Enrollment			776

CWCV’s model is intentionally designed to meet the needs of these learners through personalized learning plans, targeted academic interventions, flexible pacing, and

multiple modalities of instruction, including independent study, online courses, dual enrollment, and in-person learning center classes.

For many families, CWCV fills a critical educational niche by offering a structured yet flexible environment where each student receives individualized attention from credentialed educators who collaborate with parents to ensure growth and mastery. Parents are trained and supported as active participants in the learning process, strengthening the partnership between home and school.

Projected Five-Year Enrollment

Year	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	752	760	768	775	782

The school’s long-term success and steady enrollment growth demonstrate that CWCV is effectively meeting the needs of families who desire both the accountability of public education and the personalization of independent study.

Educational Program Overview

CWCV provides students with a flexible, dynamic, and highly personalized learning platform that allows each child to grow at their own pace and pursue their individual interests. Families are empowered with meaningful choices at every level of instruction, including curriculum selection, in-person courses, live online classes, self-paced online options, science labs, tutoring (in-person and virtual), guidance counseling, and enrichment opportunities such as field trips, music, art, and academic competitions.' Every student is paired with a dedicated, credentialed teacher who supports their learning journey, offering ongoing guidance, monitoring progress, and ensuring that each student remains on track to meet or exceed grade-level expectations. When students need extra support, individualized tutoring or targeted instruction is provided to address specific areas of need. CWCV’s approach to differentiated instruction ensures that every learner, regardless of learning style, pace, or background, receives the support they need to succeed.

Alignment with State Standards. CWCV’s instructional program is fully aligned with California State Standards. Teachers collaborate closely with parent-educators to review standards, select aligned curricula, and design cross-curricular experiences that support academic rigor and relevance in all subjects. High school teachers further strengthen this alignment by integrating standards across disciplines, preparing students for both college and career pathways. Students are also encouraged to engage in extended learning opportunities that deepen understanding and mastery of the State Standards.

Response to Instruction and Assessment. CWCV uses a data-informed approach to guide instruction and support continuous improvement. Regular assessments help teachers and parents monitor student progress and adjust learning plans accordingly. Results are shared and discussed collaboratively with families to ensure instructional strategies remain responsive to each student's evolving needs.

Building a Strong Educational Community. CWCV strengthens its educational community through the following core pathways:

- **Personalized Education for Every Student:** Flexible curriculum and instructional options tailored to individual learning needs, strengths, and goals.
- **Innovation in 21st Century Learning:** Advanced use of technology, tutoring, Canvas learning management system, Learning Center classes, English Learner support, and dual enrollment opportunities with local community colleges.
- **Continuity in Teacher-Student Relationships:** Families have the option to remain with the same teacher for multiple years, fostering strong relationships and a deep understanding of each child's academic growth.
- **Technology-Rich Learning Environment:** Ongoing investment in online curriculum, Canvas course design, Computer-Aided Instruction, and Chromebooks for every student, supported by a skilled IT team.
- **Supportive Leadership and Staff:** Credentialed, caring, and highly qualified educators and administrators committed to student success and continuous improvement.
- **Financial Stewardship:** Responsible fiscal management ensures that every student receives the resources needed to support their personalized learning plan.
- **Comprehensive Support Systems:** Specialized departments and committees—including Special Education, IT, Business Services, Vendor Relations, Human Resources, Student Records, Academic Departments, Guidance, CTE, and the Parent Advisory Council—work collaboratively to enhance student learning and staff development.
- **Strong Response to Intervention (RTI) Framework:** Targeted academic support for students through Developmental Classes, English Learner programs, and continuous progress monitoring of foundational skills.
- **Hands-On Science Education:** Beginning in grade 4, students access online science instruction paired with interactive labs. Middle and high school students may also participate in **mobile science lab sessions** or on-site learning center labs for hands-on exploration.
- **Ongoing Professional Development:** Teachers receive continuous professional learning to enhance instructional practice and subject-area expertise, while parents are offered workshops and resources to strengthen their role as parent-educators.

Instructional Model

At the heart of CWCV's instructional program is individualized learning. Each student works closely with a credentialed Education Specialist to design a personalized learning plan that identifies academic goals, learning methods, and supports needed for success. Instruction is delivered through a combination of:

- Home-based learning guided by credentialed teachers;
- Live and asynchronous online courses;
- In-person classes and tutoring at local resource centers;
- Career Technical Education (CTE) courses and internships; and
- Dual enrollment opportunities with community colleges.

Students receive ongoing assessment and feedback to ensure they are meeting or exceeding grade-level standards. Teachers and families review progress at least every 20 school days, using formative assessments, portfolios, benchmarks, and state testing data to inform instructional adjustments.

CWCV also provides targeted supports for English Learners, students with disabilities, and students performing below grade level through small-group tutoring, individualized intervention, and progress monitoring tools such as i-Ready.

Academic Departments and Pathways

CWCV's academic departments collaborate to ensure coherent, vertically aligned instruction across grade levels:

- **English Language Arts:** Builds literacy and communication skills through reading, writing, speaking, and listening activities that promote analysis, creativity, and argumentation.
- **Mathematics:** Provides tiered instruction and online tutoring, emphasizing conceptual understanding, application, and data-driven intervention.
- **Science:** Encourages inquiry and experimentation through hands-on labs, virtual simulations, and integration of Next Generation Science Standards.
- **Social Studies:** Develops critical thinking, historical literacy, and civic engagement through inquiry-based instruction and primary source analysis.
- **Career Technical Education:** Offers pathways in Culinary Arts, Business, Health Careers, and Animal Science—bridging academic learning with real-world applications.
- **Visual and Performing Arts:** Expands creativity and cultural awareness through music, drama, and fine arts.
- **World Languages:** Builds global competence and language proficiency through immersive online learning and cultural study.

English Department Goals. The English Department is dedicated to cultivating a learning environment that inspires curiosity, integrity, and intellectual growth through exceptional teaching, scholarship, and service. Our goal is to equip all students with the

ability to think critically, innovate confidently, and communicate effectively across diverse contexts.

Language is both our medium and our mission, an essential tool for learning, expression, and connection.

In alignment with Connecting Waters Charter Schools' Mission Statement, the English Department aims to:

- Foster an appreciation of language and literature by exploring the evolution of the English language and analyzing a wide range of texts representing multiple voices, genres, and cultures.
- Cultivate independent thinkers who approach reading, writing, and discussion with curiosity, critical analysis, and creative problem-solving.
- Empower students to gather, interpret, and communicate ideas effectively in both written and spoken forms, developing fluency and confidence in academic and real-world communication.
- Strengthen communication skills through purposeful engagement in diverse learning experiences that honor students' individual learning styles and perspectives.
- Encourage active and collaborative learning that helps students develop autonomy, leadership, and interpersonal skills essential for college, career, and civic life.
- Promote deep engagement in the reading and writing process, motivating students to collaborate, revise, and reflect as part of a continuous cycle of learning and growth.
- Prepare students to read and write both critically and creatively, connecting literary study to broader human experiences and cultivating empathy, imagination, and global awareness.

Writing

Students will:

- Produce clear, coherent, and purposeful writing across literary, informative, argumentative, analytical, and narrative modes.
- Develop and refine writing through all stages of the process—planning, drafting, revising, editing, and publishing.
- Use digital and print research tools responsibly, integrating credible sources into original written work.
- Establish a distinct and compelling voice in both creative and academic writing.
- Synthesize themes and ideas across texts, genres, and disciplines to create nuanced, insightful compositions.

Reading

Students will:

- Analyze an author’s literary and rhetorical strategies in fiction, nonfiction, poetry, and media texts.
- Identify central and universal themes, interpreting both literal and figurative meanings to deepen comprehension.
- Evaluate an author’s purpose, perspective, and use of language, assessing how these elements shape meaning and impact readers.

Speaking and Listening

Students will:

- Engage in collaborative discussions that promote critical thinking, evidence-based reasoning, and respectful dialogue.
- Evaluate a speaker’s arguments and reasoning, identifying strengths, weaknesses, and fallacies.
- Present information and ideas clearly and persuasively, using logical organization and effective delivery.
- Practice active listening as a key component of communication—listening to understand, not simply to respond.

Curriculum and Pedagogical Initiatives

- Curriculum Evaluation & Alignment: The department will continually review curriculum and teaching strategies to ensure alignment with Common Core State Standards and best practices in English Language Arts instruction.
- Faculty & Parent Collaboration: Provide explicit support and resources to parents and Educational Specialists for collaborative instruction, ensuring consistent expectations across print and digital learning environments.
- Student Development: Foster perseverance and a growth mindset in students by emphasizing that mastery develops through diligence, revision, and reflection.
- Intervention & Support: Develop targeted interventions and parent-facing resources (e.g., YouTube tutorials, pacing guides) to support struggling readers and writers.
- Innovative Pedagogy: Implement interactive instructional models, such as Socratic seminars, flipped classrooms, and project-based learning, to promote deep understanding, student autonomy, and real-world literacy connections.

Math Department Goals. The Math Department is committed to developing students’ confidence, curiosity, and competence in mathematics through innovative instruction, critical thinking, and real-world application. We believe mathematics is not only a tool for problem-solving but also a language for understanding patterns, reasoning, and the world around us.

In alignment with Connecting Waters Charter Schools’ Mission Statement, the Math Department strives to ensure that all students, regardless of learning style, background,

or academic level, achieve mastery of mathematical concepts, are able to apply them to authentic contexts, and develop the perseverance necessary for lifelong learning.

Our goals are to:

- Provide a diverse range of math courses—both online and at learning centers—that meet the needs of all learners, from foundational mathematics through advanced coursework.
- Collaborate regularly with math educators through monthly department meetings to ensure consistency in rigor, alignment with State Standards, and the sharing of best instructional practices.
- Identify and support Tier 2 and Tier 3 students (grades 3–8) through targeted online math classes and individualized intervention aligned with CWCV’s Response to Intervention (RTI) model.
- Offer structured drop-in tutoring sessions, both online and in person, to provide students and parents with additional support for mastering mathematical concepts and assignments.
- Leverage peer tutoring and mentorship, recruiting qualified high school students to assist during designated tutoring hours and to promote leadership through teaching.
- Expand enrichment opportunities by organizing math clubs, competitions, and team-based problem-solving challenges to inspire engagement, collaboration, and enthusiasm for mathematics.
- Administer math readiness assessments for middle school students to determine appropriate placement in Algebra 1 or Integrated Math 1 and ensure smooth progression through high school math sequences.
- Support instructional excellence by providing ongoing training for teachers and parents on the implementation of the California Common Core State Standards for Mathematics, emphasizing conceptual understanding, procedural fluency, and application.
- Offer interactive workshops where parents can explore math concepts, curriculum options, and teaching strategies to better support their child’s learning at home.
- Deliver targeted skills-based intervention for Tier 3 students in grades 5–8 through Developmental Math courses that build confidence and foundational understanding.
- Integrate technology and digital resources to enhance mathematical reasoning, visualization, and real-world problem solving.

The Math Department seeks to empower every student to see themselves as capable mathematicians, individuals who can reason quantitatively, think critically, and apply mathematical understanding to solve complex problems. Through collaboration, innovation, and continuous growth, CWCV’s math educators prepare students for academic success, career readiness, and informed participation in an increasingly data-driven world.

Science Department Goals. The Science Department is dedicated to nurturing curiosity, critical inquiry, and scientific literacy among all students. Our goal is to empower learners to explore the natural world, ask meaningful questions, and apply scientific reasoning to understand complex systems and solve real-world problems.

In alignment with Connecting Waters Charter Schools' Mission Statement, we strive to create learning experiences that are inquiry-driven, standards-aligned, and grounded in hands-on exploration. Through both in-person and online instruction, we prepare students to think like scientists: observing, experimenting, analyzing, and communicating their discoveries effectively.

Our goals are to:

- Provide high-quality science instruction through both online courses and Learning Center classes that meet the needs of diverse learners across all grade levels.
- Offer a wide variety of science courses that align with the Next Generation Science Standards (NGSS) and promote cross-disciplinary learning and real-world application.
- Deliver rigorous, engaging laboratory experiences for students pursuing a–g coursework, ensuring they meet university entrance requirements while developing scientific investigation skills.
- Expand access to hands-on learning for K–8 students through lab-based and experiential science classes that spark curiosity and deepen conceptual understanding.
- Integrate virtual and interactive lab experiences into online science courses, allowing all students to safely engage in experimentation and analysis regardless of location.
- Continuously research and adopt new course offerings and virtual tools that enhance student engagement, relevance, and access to emerging scientific fields.
- Develop and maintain a comprehensive science department webpage featuring instructional resources, virtual lab links, and enrichment opportunities for students and families.
- Promote student interest in STEM pathways by connecting classroom learning to potential careers in science, technology, engineering, and mathematics.
- Encourage participation in science fairs, competitions, and events, fostering a spirit of innovation, creativity, and collaboration.
- Incorporate critical thinking and problem-solving activities into coursework and assessments to strengthen independent reasoning skills.
- Provide ongoing support to students and parents, helping families navigate science curriculum choices, lab requirements, and academic expectations.

- Ensure consistent alignment with State Standards across all online and in-person science courses, maintaining rigor and relevance in every learning experience.
- Facilitate local and regional science field trips that provide authentic, place-based learning opportunities to connect classroom knowledge with real-world scientific inquiry.

The Science Department envisions every student as a curious investigator and critical thinker who understands the interconnectedness of science, society, and the environment. By combining exploration, experimentation, and reflection, CWCV's science educators prepare students to make informed decisions, pursue scientific excellence, and contribute meaningfully to the world around them.

History – Social Studies Department Goals. The History - Social Studies Department is committed to developing informed, thoughtful, and engaged citizens who understand their role in an ever-changing world. Our goal is to cultivate students' ability to think critically about history, culture, geography, civics, and economics while empowering them to apply this understanding to contemporary issues and global contexts.

In alignment with Connecting Waters Charter Schools' Mission Statement, the Social Studies Department seeks to inspire intellectual curiosity, civic responsibility, and cultural awareness through an inquiry-based curriculum grounded in the California History–Social Science Framework.

Our goals are to:

- Offer high-quality Social Studies courses both online and in-person, ensuring access and flexibility for all students across grade levels.
- Implement the California History–Social Science Framework to promote critical thinking, analytical reading, and evidence-based writing across all disciplines.
- Teach content that develops civic literacy and global awareness, helping students understand how historical and current events shape societies and influence decision-making.
- Foster inquiry-based learning that challenges students to ask questions, evaluate multiple perspectives, and draw reasoned conclusions based on credible sources.
- Integrate primary and secondary source analysis into instruction, encouraging students to engage directly with historical documents, artifacts, and data to form their own interpretations.
- Promote academic literacy and expository writing skills by teaching students how to construct arguments, support claims with evidence, and communicate ideas effectively.
- Develop and maintain an up-to-date Social Studies webpage featuring resources, projects, and links to State Standards-aligned materials for teachers, students, and families.

- Encourage civic engagement and responsibility by connecting classroom learning to community involvement, service learning, and democratic participation.
- Cultivate independent thinkers who can analyze social, political, and economic systems from diverse viewpoints and who value respectful dialogue and informed debate.
- Provide ongoing professional collaboration among Social Studies educators through regular department meetings focused on curriculum development, standards alignment, and instructional innovation.
- Support student readiness for postsecondary success by strengthening research, analytical reasoning, and writing skills essential for college and career pathways.
- Include State Standards-based projects within online courses to reinforce content knowledge through active, applied learning.
- Guide students in the ethical use of information, teaching proper research practices, citation methods, and responsible engagement with digital and media sources.

The History-Social Studies Department envisions every student as an informed, reflective, and compassionate global citizen who understands the lessons of the past, engages meaningfully with the present, and contributes thoughtfully to shaping the future. By combining historical knowledge, critical thinking, and civic responsibility, CWCV empowers students to lead with awareness, empathy, and purpose.

World Languages Department Goals. The World Languages Department is dedicated to helping students become confident communicators and culturally aware global citizens. Through the study of world languages, students gain not only linguistic proficiency but also a deeper appreciation of the diverse perspectives, histories, and traditions that shape our interconnected world.

In alignment with Connecting Waters Charter Schools' Mission Statement, the department seeks to promote lifelong learning, intercultural understanding, and global readiness by providing engaging, standards-aligned instruction that emphasizes both fluency and cultural literacy.

Our goals are to:

- Develop proficiency in listening, speaking, reading, and writing in the target language, enabling students to communicate effectively in academic and real-world contexts.
- Promote cultural appreciation and global awareness by integrating authentic materials—such as music, literature, media, and art—that reflect the heritage, values, and customs of native-speaking communities.

- Support language acquisition through immersion-based instruction, utilizing tools such as Rosetta Stone and other online platforms that engage students in meaningful, contextual learning.
- Strengthen foundational grammar and vocabulary skills to ensure accuracy, clarity, and confidence in both written and oral expression.
- Design projects and experiences that connect language learning to culture, helping students understand the relationship between language, identity, and worldview.
- Incorporate technology to enhance engagement and access, providing interactive learning opportunities that promote independent study and real-time feedback.
- Encourage the study of multiple languages as a means of expanding cognitive flexibility, empathy, and career readiness in an increasingly global society.
- Provide guidance and resources for parents and educators to support language learners effectively, including pacing tools, study strategies, and opportunities for practice beyond the classroom.
- Offer enrichment opportunities such as cultural events, language clubs, and international connections that bring language study to life.
- Evaluate and refine language programs regularly to ensure alignment with state standards, college entrance requirements, and emerging best practices in world language education.

The World Languages Department envisions students who are linguistically skilled, culturally aware, and globally engaged. By mastering another language, CWCV students gain access to a wider world, one that values communication, understanding, and collaboration across borders. Our program empowers learners to appreciate diversity, build connections, and become articulate, open-minded citizens of the 21st century.

Guidance Department Goals. The Guidance Department is dedicated to supporting each student's academic, social, and emotional growth while helping them develop a clear vision for their future. Our mission is to empower students to make informed choices, set meaningful goals, and successfully transition from high school to college, career, and life.

In alignment with Connecting Waters Charter Schools' Mission Statement, the Guidance Department provides personalized, comprehensive services that promote academic excellence, career exploration, and lifelong learning. We ensure that every student has access to the knowledge, resources, and mentorship needed to realize their full potential.

Our goals are to:

- Foster a college- and career-ready mindset among all students by providing individualized counseling, academic planning, and future-focused guidance.

- Offer early guidance to middle school students (grades 7–8) regarding high school course options and credit eligibility to ensure a smooth transition and appropriate placement.
- Provide timely information about financial aid, scholarships, and college entrance requirements through newsletters, workshops, and family communications.
- Administer standardized assessments—including the PSAT, AP Exams, and other college readiness tests—to help students benchmark progress and prepare strategically.
- Support students through the college application process by offering personalized assistance with applications, essays, and recommendation letters.
- Promote career exploration through interest inventories, pathway planning, and partnerships with Career Technical Education (CTE) programs and local colleges.
- Organize and lead college tours, career fairs, and information sessions to connect students with real-world opportunities and inspire postsecondary ambition.
- Provide workshops and training for parents, teachers, and students on topics including college admissions, financial aid, scholarships, and academic planning.
- Maintain up-to-date knowledge of evolving UC/CSU admission policies, SAT/ACT requirements, and statewide education initiatives to provide accurate and current advising.
- Support equity in college access by ensuring all students—including first-generation college-goers and English Learners—receive personalized support and encouragement.
- Participate in ongoing professional development by attending conferences and trainings (UC, CSU, CTE, Linked Learning, SAT, and ACT) to stay informed on best practices in counseling and postsecondary readiness.
- Enhance academic and career planning for 9th graders through structured goal-setting and four-year planning sessions designed to align coursework with long-term aspirations.
- Integrate College and Career Readiness (CCR) training into advisory sessions and staff development, reinforcing a shared commitment to preparing students for future success.

The Guidance Department envisions every student as a confident, capable, and purposeful learner who takes ownership of their educational journey. Through compassionate counseling, personalized support, and a culture of encouragement, CWCV equips students with the tools and confidence to pursue higher education, meaningful careers, and fulfilling lives as contributing members of their communities.

Visual and Performing Arts Department Goals. The Visual and Performing Arts (VAPA) Department celebrates creativity as an essential part of the human experience and a vital component of a well-rounded education. Through instruction in visual arts, music,

dance, and theatre, students gain the skills, discipline, and confidence to express ideas, explore diverse cultures, and connect learning across academic and artistic domains.

In alignment with Connecting Waters Charter Schools' Mission Statement, the VAPA Department nurtures imagination, collaboration, and critical thinking, empowering students to find their voices and engage with the world through artistic expression.

Our goals are to:

- Foster artistic perception by helping students observe, analyze, and respond to sensory information through the unique language of the arts.
- Develop visual literacy by guiding students to interpret meaning, recognize symbolism, and apply the principles of art and design to communicate ideas effectively.
- Encourage creative expression through opportunities to create, perform, and produce original works of art that reflect personal experience, imagination, and craftsmanship.
- Provide students with historical and cultural context by exploring how the arts reflect and shape societies across time and around the world.
- Strengthen aesthetic valuing by teaching students to analyze, critique, and discuss works of art thoughtfully and respectfully.
- Promote interdisciplinary connections by integrating arts learning with other subject areas, helping students make meaningful links between artistic practice and academic content.
- Incorporate technology and media arts tools to expand creative possibilities and introduce students to modern forms of artistic production.
- Offer diverse opportunities for performance and exhibition, including art shows, theatre productions, musical performances, and digital showcases that celebrate student creativity.
- Encourage collaboration and teamwork through group projects, ensembles, and creative problem-solving experiences that build communication and leadership skills.
- Provide professional development and support for teachers to strengthen arts instruction, assessment, and cross-curricular integration.

The VAPA Department envisions every student as a creative thinker and expressive learner who uses the arts to explore ideas, connect with others, and make meaning in the world. By cultivating artistry, discipline, and joy in creative work, CWCV prepares students to approach challenges with imagination and to contribute to their communities as innovative, empathetic, and culturally aware individuals.

Special Education Department Goals. The Special Education Department is committed to ensuring that all students with disabilities receive high-quality, individualized support that promotes academic success, independence, and inclusion. We believe that every

learner deserves equitable access to rigorous instruction, meaningful relationships, and the tools necessary to reach their fullest potential.

In alignment with Connecting Waters Charter Schools' Mission Statement, the Special Education Department collaborates with families, teachers, service providers, and community partners to create responsive, student-centered learning environments. Our team embraces innovation, compassion, and compliance as we work to meet each child's unique educational, behavioral, and social-emotional needs.

Our goals are to:

- Deliver high-quality, research-based services that improve academic outcomes and functional skills for all identified special education students in a cost-effective and equitable manner.
- Collaborate with families as partners in the educational process, helping them understand their child's learning profile and empowering them with tools to support continued growth at home.
- Develop and maintain a comprehensive catalog of resources and supports for special education students and families across the various counties we serve.
- Educate and train staff on evidence-based instructional practices, assistive technologies, and adaptive tools that enhance student learning and engagement.
- Work collaboratively with Educational Specialists (ESs) to collect and analyze meaningful data that informs instruction and supports the development of high-quality Individualized Education Programs (IEPs).
- Facilitate effective communication and coordination between general education and special education teams to ensure that services are seamlessly integrated and accessible.
- Collaborate closely with district and county partners to align services, maintain compliance, and ensure continuity of support for students across programs.
- Provide ongoing professional development to staff on special education law, policy updates, procedural safeguards, and effective instructional practices.
- Use data-driven decision-making to monitor student progress, evaluate program effectiveness, and adjust interventions for continuous improvement.
- Advocate for inclusion and accessibility by ensuring that students with disabilities participate fully in school activities, community programs, and general education courses whenever appropriate.
- Promote family engagement and transparency through consistent communication, workshops, and access to information regarding services, rights, and available supports.

The Special Education Department envisions a learning community where every student is valued, supported, and empowered to thrive academically, socially, and emotionally. Through collaboration, innovation, and respect for individual differences, CWCV strives to remove barriers to learning and create pathways for success, preparing students to lead confident, independent, and fulfilling lives.

English Learner Department Goals. The English Learner (EL) Department is dedicated to ensuring that all English Learners acquire full proficiency in English as rapidly and effectively as possible while achieving academic success that meets or exceeds grade-level standards. We believe that linguistic diversity enriches our school community and that multilingualism is a powerful asset in today's interconnected world.

In alignment with Connecting Waters Charter Schools' Mission Statement, the EL Department works collaboratively with families, teachers, and support staff to create equitable learning environments where every student can thrive. Our team promotes cultural understanding, academic confidence, and lifelong learning through personalized instruction and continuous support.

Our goals are to:

- Support English Learners in developing full proficiency in English across all domains, listening, speaking, reading, and writing, while maintaining progress in all academic content areas.
- Ensure that English Learners achieve parity with native English speakers by meeting rigorous grade-level expectations within a reasonable period of time.
- Implement targeted instructional strategies grounded in current research and aligned with the California English Language Development (ELD) Standards to accelerate language growth.
- Increase the percentage of English Learners who achieve proficiency in English Language Arts and Mathematics as measured by state and local assessments.
- Prepare EL students for college and career readiness through intentional integration of academic vocabulary, critical thinking, and communication skills across the curriculum.
- Provide meaningful professional development for teachers and staff to strengthen instruction for multilingual learners, emphasizing scaffolding, differentiation, and culturally responsive practices.
- Engage families as partners by providing clear communication, language support, and opportunities to participate in their child's educational planning and progress monitoring.
- Increase EL parent participation through workshops, advisory meetings, and feedback opportunities that empower families to contribute to the design and improvement of EL programs.
- Monitor student progress continuously and use data to inform instruction, interventions, and redesignation decisions.
- Celebrate linguistic and cultural diversity through schoolwide activities and projects that highlight the value of multilingualism and multicultural understanding.

Family and Student Support

The EL Department ensures that parents and guardians receive clear, comprehensive information regarding:

- Their child's identification as an English Learner and available program placement options.
- The student's English language proficiency level, as determined by the English Language Proficiency Assessments for California (ELPAC) and any local assessments used.
- The student's academic achievement level, redesignation progress, and graduation requirements (for high school students).
- Available academic supports and intervention services designed to meet each learner's linguistic and academic needs.
- Regular opportunities for feedback and collaboration through meetings, conferences, and advisory committees.

The EL Department envisions a learning community where every multilingual learner is empowered, supported, and celebrated. By combining rigorous instruction, cultural responsiveness, and strong family partnerships, CWCV ensures that English Learners not only achieve English proficiency but also develop the confidence, skills, and voice to succeed in college, career, and civic life.

Procedures for Independent Study Program

CWCV shall adopt and implement written policies relating to Independent Study as required by Education Code Section 51747.

A current written agreement for each independent study student will be maintained on file. Each written agreement shall be signed and in effect prior to the start of reporting average daily attendance pursuant to that agreement. Students must meet all elements of the written agreement in order to remain enrolled in the Charter School. The independent study agreement for the student must formulate a plan that represents the same amount of study that would be required of a student in a classroom and additionally requires the student to have the ability to complete the study plan assignments in an independent study setting. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in an independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.
- Each written master agreement shall be signed, before to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study; and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

Each student is assigned a credentialed teacher who will meet at least once every 20 school days to assess the student's progress towards the standards in a variety of ways including the following:

- Monthly review of work
- Annual portfolios
- Parent, student, and Education Specialist observation
- Norm and criterion referenced tests
- Student demonstrations
- Student grades
- Student work samples
- Student self-evaluation

During each monthly meeting, the credentialed teacher and the parent will review the progress made towards mastery of the State Standards for each student at their grade level. Students who do not show grade level proficiencies will be supported by Response to Intervention using iReady or other approved progress monitoring program.

At the beginning of each school year, if students have not met or exceeded standards on the prior school year's CAASPP or do not have a CAASPP score, they will be given the iReady or another progress assessment check. Data will be gathered and analyzed to determine if intervention is needed for the students to achieve grade level proficiency. The credentialed teacher will provide intervention assignments, and/or enroll students in intervention classes as needed for the student. Progress towards these assignments will be assessed and reviewed at each meeting as well as in-between meetings.

Students in the designated grade levels will participate in the Charter School's Winter Benchmark to assess the student's attainment of the state standards. Areas of weakness discovered at this time will be targeted and remediated as needed. The teacher and parent work together analyzing the data to develop a program to ensure the student's success in accessing their grade level standards.

The Charter School's Data Team will meet regularly throughout the school year to analyze data in order to refine policies and procedures and to determine professional development for teachers and parents. In addition to the monthly meetings for the teachers, there will also be a time for collaboration and exchange of best practices that promotes student achievement. Online and on site Parent and Teacher Professional Development will be offered throughout the year. The topics of the trainings will be based on the needs assessments from data collected through iReady or another progress check, benchmark and CAASPP data, as well as teacher observations.

In addition to assessing the student work, the teacher at the monthly meetings and in between will provide academic assistance and training, administer any local assessments needed, collect work samples, order additional supplies, set up additional classes or tutoring, provide additional assignments as needed, and provide information in regards to parent and student development opportunities and trainings/workshops.

Curriculum

Although the program is personalized to each student, CWCV will recommend state-adopted or UC-approved a-g curriculum in addition to an extensive list of resources on the Charter School's website to our students. Students are not limited to these recommended curricula. Students who attend CWCV will be educated through personally designed curricula, which may include, but are not limited to: Nonclassroom-based learning programs, cooperative school programs and classes, and

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community-based educational programs. This wide variety of instructional methods and programs will offer CWCV students both rigorous academics and enrichment/CTE opportunities in their surrounding communities. Examples include: CWCV's partnership with school-approved vendors, distance learning via current technology, community college courses and seminars, apprenticeships, and on-the-job training. Additional examples include programs such as those offered at civic arts centers, music studios, schools of dance, and academies of visual and performing arts.

TK-8th Grade Education Program

Connecting Waters Charter School – Central Valley offers a dynamic, flexible educational program for transitional kindergarten through eighth grade students designed to empower families to take an active role in their children's learning. Students learn independently at home under the guidance of their parents and with the support of credentialed teachers and approved educational vendors.

Upon enrollment, each student is assessed to determine their academic strengths, learning needs, and placement level. Every student is then assigned a credentialed teacher who oversees the student's academic progress and partners closely with the family throughout the school year. The credentialed teacher and family meet at least once per month to review goals, monitor progress, and adjust instructional plans as needed. Whenever possible, the assigned teacher remains with the family from year to year to provide consistency and build a strong educational partnership.

Families receive recommendations for grade-level curriculum aligned with state standards and have the opportunity to borrow instructional materials from the Resource Learning Center Library. Each credentialed teacher is allocated funds each semester to purchase nonsectarian curriculum, instructional materials, and school supplies necessary to support the home learning environment. Purchases are made through an approved purchase order system to ensure accountability and alignment with educational goals. Families have the flexibility to request and select curriculum that best fits their child's learning style and needs, allowing for truly individualized instruction.

Teachers serve as both academic advisors and instructional partners. They provide expert guidance in curriculum selection, pacing, assessment, and instructional strategies while monitoring the use of materials and resources. All purchased materials are shipped directly to the credentialed teacher for verification and distribution to the family.

In addition to home-based instruction, CWCV offers optional in-person instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education. These courses are taught by credentialed teachers or approved vendor instructors and

are available to small groups or individual students, depending on student need and family preference. Many vendor-based classes are tailored specifically for home-educated students and are designed with flexible scheduling to accommodate families.

Student progress is continuously monitored through regular assessments. For students in grades 3-8, credentialed teachers utilize tools such as iReady or other progress monitoring systems to measure growth in key academic areas. Students performing at or above grade level may transition to mid-year benchmark assessments such as Scantron, ensuring that progress tracking remains meaningful while providing flexibility for advanced learners.

Through this combination of parent engagement, professional oversight, and flexible learning options, CWCV's TK-8 program provides students with an individualized, standards-aligned education that nurtures independence, curiosity, and a lifelong love of learning.

Technology and Enrichment Support for TK-8 Students. CWCV is committed to ensuring that every student has access to the tools and resources needed to thrive in an independent study environment. To support equitable access to technology, CWCV provides a Chromebook or computer to any student who does not already have one at home. These technology resources are provided in addition to the funds allocated per student and are not deducted from the student's individual instructional budget.

Online courses and digital learning platforms can be accessed securely from anywhere, allowing students to engage with their coursework from home or while traveling. Each credentialed teacher serving TK-8 students is also provided with an annual technology and enrichment allowance, which may be used to enhance student learning through technology upgrades, supplemental tutoring, or enrichment programs tailored to individual student interests and needs.

Families may use their student educational units to select from a technology package that includes laptops, desktops, printers, and licensed educational software such as Microsoft Office. CWCV's technology support team assists with device setup, troubleshooting, and digital literacy to ensure smooth access to online learning tools.

To further enrich learning opportunities, CWCV maintains an extensive Approved Vendor List featuring a wide variety of educational partners. Families can select from enrichment providers offering instruction in music, dance, theatre, foreign language, visual arts, tutoring, robotics, and academic skill-building, as well as supplemental online programs and educational materials.

Families who wish to recommend a new vendor for approval may do so by contacting their assigned credentialed teacher, who will guide them through the vendor approval

process. This process ensures that all vendors meet CWCV's standards for quality, safety, and alignment with the school's mission.

Through this combination of technology access, enrichment opportunities, and family choice, CWCV provides TK-8 students with a flexible and engaging educational experience that supports both academic achievement and creative exploration.

Transition to the High School Program

As students progress through the TK-8 program and demonstrate increasing independence, CWCV continues to expand learning opportunities that prepare them for the academic rigor and responsibility of high school. Building upon the foundation of individualized instruction, technological fluency, and enrichment established in the earlier grades, CWCV's high school program offers a natural next step, empowering students to pursue advanced coursework, explore college and career pathways, and refine the skills needed for lifelong success.

High School Education Program

CWCV offers a comprehensive and flexible high school program designed to prepare students for success in college, career, and lifelong learning. Upon enrollment, each high school student is assessed to determine academic strengths, interests, and graduation pathway options. As with younger students, every high school family is paired with a Credentialed Teacher (Education Specialist) who provides academic oversight, guidance, and consistent support throughout the year.

CWCV offers multiple pathways for students to meet graduation requirements and postsecondary goals, including preparation for college entrance, career technical education, and individualized learning plans. The Guidance Department and Credentialed Teachers collaborate with each student and family to create a personalized four-year plan that aligns with the student's aspirations and ensures compliance with a-g college admission requirements when applicable.

Students have access to a variety of course delivery options that provide flexibility, engagement, and academic rigor. CWCV's in-house courses (including both general and a-g approved offerings) are taught using the Canvas Learning Management System (LMS) and Elluminate platforms, allowing students to participate in live virtual classrooms led by qualified teachers. Within these environments, students engage in real-time instruction, discussion, and collaborative projects with peers. Assignments, resources, and assessments are distributed and submitted digitally through Canvas, supported by online and printed textbooks when appropriate.

In addition to CWCV's internal course offerings, students may choose to take courses through UC-approved online providers such as Apex Learning and UC Scout, ensuring access to a broad and rigorous curriculum. This flexibility enables students to pursue specialized interests, accelerate progress toward graduation, or meet specific university admission requirements.

CWCV's high school program emphasizes academic independence, accountability, and real-world readiness. Students are encouraged to explore college and career options early through guidance counseling, dual enrollment opportunities, and partnerships with community colleges and enrichment vendors. Whether pursuing university admission or technical career pathways, students receive individualized support and mentorship to ensure a strong transition to postsecondary success.

High School Course Offerings. At the high school level, CWCV offers a wide range of courses that empower students to pursue their academic interests and meet graduation and college entrance requirements. Students may enroll in core academic classes, electives, world languages, visual and performing arts, CTE courses, High School Intensive ("HSI") classes, and academic support courses.

Courses are available in both A-G approved and general education formats. General courses are supported through collaboration between parents and the assigned Education Specialist, while A-G courses are team-taught and supervised in partnership among the ES and parent, and to ensure alignment with university admission standards.

CWCV offers multiple flexible learning options to accommodate each student's individual learning style and schedule, including live online (synchronous) courses, asynchronous APEX courses, and dual enrollment opportunities through community colleges. This variety of learning formats allows students to personalize their educational experience while meeting graduation and college readiness goals.

In addition to virtual learning, CWCV provides a variety of in-person classes and enrichment opportunities. These include CTE pathways, HSI math courses, and Bridge classes that help 8th grade students transition smoothly into high school. Science labs for grades four through twelve offer hands-on, inquiry-based experiences that deepen understanding of core concepts.

CWCV also extends enrichment opportunities to K–7 students, including creative art classes and social-emotional learning (SEL) activities that build confidence, collaboration, and well-being.

High School Graduation Requirements

High school students and parents acknowledge parent/student responsibility to provide the Education Specialist with information on required courses for college admission that are over and above, or differ from the CWCV high school graduation requirements.

Subject Area	Credits Required	Description / Course Details
Reading / Writing	30	Graduate read and write effectively. Includes Reading/Writing electives.
Life Skills	50	Graduates understand and function effectively in the world around them. Includes 5 credits of Typing/Computer elective; 20 credits Physical Education; 5 credits Health; 5 credits Education & Career Planning; 15 credits Life Skills Electives
History-Social Studies	25	Graduates appreciate the history of humankind in all its diversity. Includes: 10 credits World Studies; 10 credits U.S. History; 5 credits Economics
Political Process	5	Graduates comprehend the political process. Includes United States Government
Mathematics	20	Graduates apply math principles and operations to solve problems. Includes: 10 credits Algebra I; 10 credits Mathematics Electives
Science	20	Graduates apply scientific concepts and skills to explain the world and find solutions. Includes: 10 credits Physical Science (e.g., Earth Science, Chemistry, Physics); 10 credits Life Science (e.g., Biology, Anatomy/Physiology)
Special Interests / Electives	60	Graduates explore and develop their unique interests, talents, and abilities. Includes: 10 credits World Language <i>or</i> Visual and Performing Arts <i>or</i> Qualified Career Technical Education; 50 credits in additional electives (college prep, academic, or vocational)
Total Credits	210	

In addition to the credit requirements to earn a high school diploma through CWCV, students are encouraged to meet the University of California/California State University a-g course requirements to be prepared for admission to a UC or CSU.

Area	Subject	UC/CSU Required # of Years	CWCV Recommended # of Years
A	History-Social Science	2 years Including 1 year of world history; 1 year of US history	2
B	English	4 years	4
C	Mathematics	3 years	4

		Including elementary algebra, advanced algebra, and two- and three-dimensional geometry	
D	Science	2 years Biology, chemistry, or physics	3
E	Language Other than English	2 years Must be in the same non-English language	3
F	Visual and Performing Arts	1 year Dance, drama/theatre, music, or visual art	1
G	College-Preparatory Elective	1 year	1

Students must pass every a-g course with a “C” grade or better.

High School Course Descriptions

English

a-g English 9. A college-preparatory course designed to foster advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

a-g English 10. A college-preparatory course designed to further develop advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

a-g English 11. A college-preparatory course that refines and extends students’ reading, writing, and critical thinking skills. Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

a-g English 12. A college-preparatory course that further refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of British and world literature, as well as evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

a-g Science Fiction Literature. The Science Fiction Literature 1 course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Science Fiction authors by a rigorous study of various representative pieces from not only American Science Fiction Literature, but British Science Fiction Literature as well. The class will analyze selected works, identifying universal themes, with emphasis on the standards, dystopia in government structures, and the relationship between and among elements in literature that document humanity and human development. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

a-g 20th Century Literature. The 20th Century American Literature course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Classic American authors by a rigorous study of novels representing 20th century America and the social challenges Americans faced. The class will analyze selected works, identifying universal themes, with emphasis on the standards, the American Dream, and how Americans faced the concept of disillusionment. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

a-g World Literature. The World Literature course for 9th and 10th graders at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore classic literature from around the world by a rigorous study of selected works. Students will analyze the literature and related artifacts, looking for universal themes as well as placing the work in context within the geographic area, social and political context in which it was written. Students will compare how different cultures have addressed essential questions such as creation and will focus on the concept of the hero across this body of literature. Students will develop their English skills via discussion and essays demonstrating

textual analysis and interpretation. Students are expected to examine and articulate their ideas on various class assignments and topics. Students are expected to develop and refine critical thinking skills as they analyze a variety of discussion topics and literary devices.

Advanced Placement - AP English Language and Composition. AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

Advanced Placement - AP English Literature and Composition. AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Reading/Writing Courses

English 9. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

English 10. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

English 11. Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

English 12. Students will analyze the work of British and world literature, as well as evaluate public documents. Emphasis will be placed on subgenres and how authors use literary devices to achieve a certain purpose. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

History and Political Process Government

a-g American Government. A college-preparatory course where students will study and evaluate the American political system and its institutions. Students will discuss U.S.

political parties, elections, civil rights, the Constitution, and the structure of our government.

a-g Economics. A college-preparatory course where students will explore the U.S. economic system and discuss its nature, problems, and promise. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

Ethnic Studies. Provides students with a comprehensive exploration of the diverse histories, cultures, and experiences of various ethnic groups in the United States. Students engage in critical thinking and discussions surrounding issues like the impact of race, ethnicity, and identity on society. This class will be offered in the 2025-26 school year and is optional for the Class of 2029. It is required for graduation starting with the graduating Class of 2030.

U.S. Government. Students will study the Constitution and the structure of our government. Political parties, elections, civil rights, and the branches of government will be explored.

Economics. Students will explore the U.S. economic system. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

a-g U.S. History. In this college-preparatory course, students analyze major turning points in American history in the twentieth century. Topics to be evaluated include the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

a-g World History. In this college-preparatory course, students will analyze major turning points in the shaping of the modern world from the late 18th century to the present. Topics to be evaluated include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 credit World Studies graduation requirement.

U.S. History. In this course students examine major turning points in American history in the twentieth century. After a review of early American history, students will study the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

World Studies. Students will study major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be studied include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism &

Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10-unit World Studies graduation requirement.

Mathematics

a-g Algebra 1. A college-preparatory course required for UC/CSU entry. Symbolic reasoning and calculations with symbols will be central in this course. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

a-g Algebra 2. A college- preparatory course required for UC/CSU entry. This course expands on the mathematical content of Algebra and Geometry. Students will learn algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

a-g Calculus. A college-preparatory course with content comparable to college-level calculus. Differential equations, infinite sequences and series, and integral calculus are explored.

a-g Geometry. A college-preparatory required for UC/CSU entry. Geometry skills and concepts will be developed and practiced. Students will also construct formal, logical arguments and proofs in geometric settings and problems.

a-g Integrated Math Series (a-g Integrated Math I, II, and III). If approved by UC, this will be a college-preparatory course required for UC/CSU entry. This is the second course in a 3-course program that includes Integrated Math I, II, and III. Includes topics from Algebra I, Geometry, Algebra 2, and Probability and Statistics. Students taking this course can choose to continue in Integrated Math III or take the traditional Algebra 2 as the third course.

a-g Probability & Statistics (one semester only). A one semester college-preparatory course which will provide students with a solid foundation in probability and facility in processing statistical information. Students will be introduced to probability, interpretation of data, and fundamental statistical problem solving.

a-g Trigonometry / Pre-Calculus. A college-preparatory course that uses the techniques previously learned in algebra and geometry. Trigonometric functions studied are defined geometrically. Students will develop facility with trigonometric functions and the ability to prove basic identities regarding them.

Algebra 1. This course emphasizes expressions, operations, and equations involving the real number system, polynomials, ratios, proportions, radicals, and integral

exponents, as well as solutions and graphs of linear equations and inequalities, and linear systems.

Algebra 2. Algebra 1 and Geometry concepts are reviewed and an emphasis is placed on abstract thinking skills, the function concept, and the algebraic solution of problems. Calculus This course covers calculus and related topics similar to a college-level course. Topics include: elementary functions, analytical geometry, differential and integral calculus.

Geometry. This class should be taken after successful completion of Algebra 1. Students will review and apply Algebra 1 skills, explore the principles of formal logic and their application to geometric proofs, and use problem-solving skills in the development of geometric concepts.

Pre-Algebra. In this course students will review basic math skills and receive strategic support for requisite algebra skills necessary for success in the required algebra class.

Pre-Calculus. This course blends together the concepts and skills that must be mastered prior to enrollment in a calculus course. Topics emphasized include the extension of trigonometric concepts, polar coordinates and vectors, mathematical induction, transformations and rotations, parametric equations, concept of limit, and characteristics of graphs or functions.

Statistics/Probability. Students will explore and understand independent events, conditional probability, discrete random variables, standard distributions, standard deviation, variance, and be able to organize and describe distributions of data.

Trigonometry/Pre-Calculus. Students should consult their Education Specialist regarding course content.

High School Math Course Sequence--The California Mathematics Standards includes two pathways for completing the high school math content--the traditional pathway and the integrated math pathway. The traditional pathway includes the courses Algebra 1, Geometry and Algebra 2. The integrated mathematics pathway includes the same content as the traditional pathway, but it is organized differently, with some algebra, geometry, statistics and probability in each of the three courses Mathematics I, Mathematics II, and Mathematics III. Generally, a student who begins a pathway should continue with the three courses in the series for continuity, but it is possible to “mix and match” courses.

Science

a-g Anatomy/Physiology. This is a college-preparatory lab science “d” course. Students will explore the human body; topics include the structures and functions of organ

systems, the nervous system, the immune system, muscles, and the digestive system. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course.

a-g Biology. Corequisite: Algebra 1. This is a college-preparatory lab science “d” course. Students will explore topics such as cell biology, genetics, ecology, evolution, and physiology. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College, taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course.

a-g Chemistry. Prerequisite: Algebra 1, Biology and/or Physics. This is a college-preparatory lab science “d” course; it is recommended that students successfully complete algebra before enrolling in this course. Students will study composition, interaction, and transformation of elements, compounds and mixtures. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course.

a-g Earth Science. Students will explore the Earth and the solar system, astronomy, plate tectonics, energy in the Earth System, biogeochemical cycles, and the structure and composition of the atmosphere. This course counts toward the physical science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science. Students can also take this course with a UC Approved online vendor.

a-g Physics. Prerequisite: Algebra 2 and Biology and/or Chemistry. A college-preparatory lab science “d” course; it is recommended that students have successfully completed biology or chemistry and enroll concurrently in Algebra 2. This course studies energy in all its various forms. Topics include motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electric and magnetic phenomena. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College taking the lab portion concurrently at a learning center, or using a UC Approved online vendor course.

Anatomy / Physiology. Students will study the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system.

Biology. Students cover state standards and will explore topics such as cell biology, genetics, ecology, evolution, and physiology.

Chemistry. Students cover state standards and will study composition, interaction, and transformation of elements, compounds and mixtures.

Earth Science. Students cover state standards and will study plate tectonics, energy in the Earth's system, climate, and the Earth's structure and its surface.

Physics. Students cover state standards and will study energy in all its various forms.

World Languages

a-g Spanish 1. This course is an introduction to spoken and written Spanish. Emphasis will be placed on the four basic language skills: listening, comprehension, speaking, reading and writing. Students will also study Latino cultures.

a-g Spanish 2. This class is designed to increase competency in the four basic language skills learned in Spanish 1. Hispanic culture and geography will also be explored.

a-g Spanish 3. This course is a continuation of Spanish 2. Students will be encouraged to increase their Spanish oral expression skills and an added emphasis will be placed on reading comprehension.

a-g French 1. This course is an introduction to spoken and written French. Emphasis will be placed on the four basic language skills: listening, comprehension, speaking, reading and writing. Students will also study French cultures.

a-g French 2. This class is designed to increase competency in the four basic language skills learned in French 1. French culture and geography will also be explored.

a-g French 3. This course is a continuation of French 2. Students will be encouraged to increase their oral fluency in French and an added emphasis will be placed on reading comprehension.

a-g Arabic 1. This course is an introduction to spoken and written Arabic. Emphasis will be placed on the four basic language skills: listening, comprehension, speaking, reading and writing. Students will also study Arabic culture.

a-g Arabic 2. This class is designed to increase competency in the four basic language skills learned in Arabic 1. Arabic culture and geography will also be explored.

Visual and Performing Arts

a-g Dance. This is a UC approved "a-g" Visual and Performing Arts course that meets the "f" requirement for entrance to a UC or CSU. Dance involves student participation in various aspects of movement. The student will obtain aesthetic perception and valuing, creative expression, and will study dance heritage. These goals will be accomplished by

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various activities and performances throughout the course. Expression, exploration of dance style and forms will take place through creative development of space, time and force. Students must follow the course outline and complete the California State Standards.

a-g Music. This is a UC approved “a-g” Visual and Performing Arts course that meets the “f” requirement for entrance to a UC or CSU. Students will discover the world of music through hands on work with a concert band instrument. Musical terminology, rhythmic figures, and basic reading skills will be learned to further enhance this experience. “Instruments” is considered a performing group. Students are required to participate in all performances and festivals. Instruments may include piano, flute, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, electric bass, mallet percussion and combined percussion. Students must follow the course outline and complete the California State Standards.

a-g Visual Arts. This is a UC approved “a-g” Visual and Performing Arts course that meets the “f” requirement for entrance to a UC or CSU. This course is a first-year art course in the fundamentals of art. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context, aesthetic value, and application of the visual arts in careers. The art elements and principals of design serve as a foundation for each unit covered. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times. This Visual Arts course will meet UC/CSU systems admission requirements. Students must follow course outline and complete the California State Standards.

Dance, Music, Theater or Visual Arts (Standards). If the course is not a-g, students are required to take a “standards” based course to meet the Visual or Performing Art Requirement for graduation. The course must follow the California Department of Education’s State Standards. Please consult your Education Specialist.

Career Technical Education

Business and Finance Pathway

a-g CTE Business and Financial Literacy. Students who complete this yearlong “concentrator” course will learn basic accounting principles, fundamentals of economics, business plan development, money management, finances and career planning, and money management strategies. Students will gain highly marketable skills that will prepare them for postsecondary education, advanced training and/or employment. Students will gain a solid understanding of both business and personal finances. Upon completion of this course, students will have the opportunity to earn a Financial Literacy Certification.

CTE Business Financial Lit Internship. Students will expand on the knowledge of a-g CTE Business and Financial Literacy. Work-based learning and personalized support will help students develop a deeper understanding of career readiness in this “completer” course. Students who complete this CTE pathway by taking both the concentrator and completer course with a C- or better will qualify for their CTE award at graduation.

Health Science and Medical Technology Pathway

CTE Health Careers. This yearlong “concentrator” course prepares you for a wide range of high-wage, high-skill, high-reward careers in the medical professions and health industry. Students begin to learn basic first-aid and other medical skills including: monitoring heart rate, taking blood pressure, and how to address injuries.

CTE Health Careers Internship. Students will expand on the knowledge of CTE Health Careers. Work-based learning and personalized support will help students develop a deeper understanding of patient care in this “completer” course. Students who complete this CTE pathway by taking both the concentrator and completer course with a C- or better will qualify for their CTE award at graduation.

Hospitality, Tourism and Recreation Pathway

CTE Culinary Arts. This year-long “concentrator” course prepares you for a wide range of high-wage, high-skill, high-reward careers in culinary arts. Students will learn Safety and sanitation procedures, food prep time management, equipment terms and procedures for use, basic nutrition principles, and begin with some basic recipes.

CTE Culinary Arts Internship. This is a year-long “completer” course expanding on the first-year course. Students will learn the importance of teamwork in planning, preparing and serving food. They will also learn how reading, math and technology are essential to food prep. Through the classroom interactions with others and in the internship, students will learn the appropriate rules of social conduct and respect for others, as well as, how to be a team player. Students who complete this CTE pathway by taking both the concentrator and completer course with a C- or better will qualify for their CTE award at graduation.

CTE Introductory Culinary Arts Courses (these do not count toward the CTE pathway)

Culinary Gardening. Students will learn gardening skills and how fresh food can be used from the farm right to your table. This is a 1 credit introductory course for high school students.

CTE Baking and Pastry. Students will learn the basics of mixing, shaping and baking for several baked goods. This is a 2.5 credit introductory course for high school students.

Hands-On Cooking. Students will learn basic cooking skills and techniques. This is a 5-credit course for high school students.

Animal Science Pathway

a-g CTE Animal Science 1. This year-long “concentrator” course prepares you for a wide range of high-wage, high-skill, high-reward careers in animal science careers. The goal of this course is to lead students towards a greater curiosity in, understanding of, and appreciation for real-world problems and applications in the field of animal science, through inquiry, analysis, experimentation and mathematical manipulations. While performing comparative studies of large, small, and specialty animals, students will ask questions, formulate arguments, discuss scientific ideas with other students and teachers, differentiate observations from interpretations, engage in critical thinking, and write clearly and coherently with reason and evidence. Students will explore and compare fundamental animal science concepts such as animal anatomy and physiology, nutrition, reproduction and genetics, health and welfare, animal production, technology, and the management and processing of animals, their products, and by-products. Students will also investigate career opportunities, the role animal science plays in addressing real-world problems, and how its study contributes to important developments in food supply, epidemiology, medical advancements and more.

CTE Animal Science 2 with Internship. This is a year-long “completer” course expanding on the first-year course. Students who complete this CTE pathway by taking both the concentrator and completer course with a C- or better will qualify for their CTE award at graduation.

Life Skills Electives

- | | |
|--|-------------------------|
| a-g CTE Business and Financial Literacy | Family Studies |
| a-g CTE Animal Science | First Aid |
| Advanced PE (repeatable, prerequisite: PE 1 and 2) | Graphic Arts Enrichment |
| Advisory | Hands-on Cooking |
| Career Exploration | |
| Communication Skills | Health (required) |
| Community Service | Job-Seeking Skills |
| Computer Skills | Leadership |
| Consumer Life Skills | Life Choices |
| CTE Health Careers | Life Skills |
| CTE Health Careers with Internship | Nutrition |
| CTE Business Financial Literacy with Internship | Organize for Success |
| CTE Culinary Arts | Pathways to College |

CTE Culinary Arts Internship
 CTE Animal Science
 CTE Animal Science Internship
 Culinary Arts Enrichment
 Culinary Arts Lab

Driver's Education

Personal Finance
 PE 1, 2 (required)
 Study Hall Support
 Study Skills
 Transition Life Skills (teachers-recommended only)
 Education & Career Planning 1A (required)

Special Interest Electives

a-g Advanced Music

a-g CTE Animal Science
 a-g CTE Business and Financial Literacy
 Financial Literacy
 a-g European History

a-g French 1, 2, 3
 a-g Music
 a-g Psychology
 a-g Spanish 1, 2, 3
 a-g Theatre

a-g Visual Arts
 Agriculture Enrichment
 Advanced PE
 Arabic 1, 2, 3, 4
 Arabic Enrichment
 Armenian 1, 2, 3, 4
 Art
 Art History
 ASL 1, 2, 3, 4
 ASL Enrichment
 Agriculture Enrichment
 Auto Enrichment
 Business
 Business Enrichment
 CAD
 Ceramics

Chat Café-French, Spanish
 Child Psychology

CTE Health Careers Internship
 Dance
 Dance Enrichment
 Dev. Math C, D, E, F, G, H
 Dev. Reading A, B1, B2, C1, C2, D

Drama
 Drama Enrichment
 Drawing
 English Enrichment
 Ethics
 Ethnic Studies
 Etymology
 Exploring Engineering
 Film
 Film Enrichment
 French 1, 2, 3, 4
 French Enrichment
 Geography Enrichment
 German 1, 2, 3, 4
 German Enrichment
 Graphic Art
 Greek 1, 2, 3, 4
 Greek Enrichment
 Hebrew 1, 2, 3, 4
 Hindi Enrichment
 Home Economics Enrichment
 Icelandic Enrichment
 Indonesian

Latin Enrichment
 Math Enrichment
 Multicultural Studies
 Music (standards)
 Music Appreciation
 Music Enrichment
 Music Production
 Music Theory
 Music Vocal
 Nutrition
 Philosophy
 Photography
 Polish Enrichment
 Portuguese 1, 2
 Portuguese Enrichment
 Psychology
 Psychology Enrichment
 Public Speaking
 Romanian
 Romanian Enrichment
 Russian 1, 2, 3, 4
 Russian Enrichment
 Science Enrichment
 Sociology
 Spanish 1, 2, 3, 4
 Spanish Enrichment
 Study Skills
 Theatre (standards)

Chinese 1, 2, 3, 4	Italian 1, 2, 3, 4	Ukrainian 1, 2
CTE Animal Science	Italian Enrichment	Vietnamese
CTE Animal Science Internship	Japanese 1, 2, 3, 4	Visual Arts (standards)
CTE Business Financial Literacy with Internship	Japanese Enrichment	Writing & Composition
CTE Culinary Arts	Korean 1, 2	Yearbook 1
CTE Culinary Arts Internship	CTE Health Careers	Latin 1, 2, 3, 4

The Charter School requires students to complete an ethnic studies course as part of the social studies course sequence; the Charter School complies with requirements under AB 101 to offer a one-semester course in ethnic studies and requires that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in financial literacy by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Suggested Schedule for High School Students. The table below represents a suggested sample schedule for high school students which would enable them to meet at a-g requirements and graduate on-time.

Grade	Credits	Course
Ninth Grade	10	a-g English 9
	10	a-g Algebra 1 or a-g Geometry
	10	Physical Education 1
	10	a-g Earth Science or a-g Biology
	10	a-g World Language 1
	5	Health
	5	Education and Career Planning
Total Credits	60	Includes 3 a-g courses

Tenth Grade	10	a-g English 10
	10	a-g Geometry or a-g Algebra 2
	10	a-g World History
	10	a-g Biology or a-g Chemistry
	5	Physical Education 2
	5	Ethnic Studies
	10	a-g World Language 2
Total Credits	60	Includes 5 a-g courses

Eleventh Grade	10	a-g English 11
	10	a-g U.S. History
	10	a-g Algebra 2 or a-g Trigonometry/Pre-Calculus or a-g Probability & Statistics
	10	a-g Chemistry or a-g Physics
	10	a-g Visual/Performing Arts
	5	Life Skills Elective
	5	Typing/Computer Skills
Total Credits	60	Includes 5 a-g courses

Twelfth Grade	10	a-g English 12
	10	a-g U.S. Government/Economics
	5	Physical Education 2
	10	Life Skills Elective
	10	a-g course
	15	a-g elective or special interest course
Total Credits	60	Includes 2 a-g courses

Course Transferability. Connecting Waters - Central Valley earned WASC accreditation in 2025 for a term through June 30, 2029. CWCV will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook and High School Catalog that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements. Courses that meet University of California and California State University entrance requirements will be listed in the High School Catalog as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the parent/student handbook and High School Catalog. In addition to the a-g UC/CSU approved course list that will be included in the catalog, a statement regarding the eligibility of courses to meet college entrance requirements will be included. Both the a-g list and eligibility of classes will be updated on an annual basis.

Technology and Enrichment Support for High School Students. CWCV ensures that all high school students have access to the technology, enrichment, and resources needed to support a rigorous, flexible, and engaging academic experience. To promote equity and accessibility, CWCV provides a Chromebook to any student who does not already have one at home. Technology tools such as laptops, printers, and licensed software (including Microsoft Office) may also be available through student technology packages to help learners complete their Education Plan assignments efficiently.

Each credentialed teacher working with high school students receives an annual technology and enrichment allowance that can be used to enhance student learning through supplemental tutoring, enrichment courses, or upgraded technology. Online coursework can be accessed from anywhere in the world, allowing students to study at home or while traveling, mirroring the flexibility of CWCV's independent study model.

CWCV values student choice and flexibility. Families may choose from a wide range of approved educational vendors offering enrichment programs in music, dance, theatre, visual arts, foreign language, academic tutoring, and skill-building, as well as online courses, supplemental textbooks, and educational materials.

Families who wish to recommend a new vendor for approval can easily initiate the process through their assigned teacher. This ensures that all programs meet CWCV's high standards for educational quality, safety, and alignment with the school's mission. Through these technology and enrichment supports, CWCV equips students to learn creatively, think critically, and thrive in an increasingly digital and interconnected world.

Personalize Guidance Counseling. The Guidance Department at CWCV is dedicated to helping every student discover and achieve their academic and career goals. Its mission is to provide students, parents, and credentialed teachers with the tools, resources, and individualized support needed to ensure success throughout high school and to prepare students to graduate college- and career-ready.

Guidance Counselors work closely with students in grades 8-12, helping them build four-year academic plans, explore postsecondary pathways, and make informed choices about college and career opportunities. The department provides courses, workshops, and training sessions for students and families throughout the year, covering topics such as:

- College entrance preparation and four-year planning (including UC/CSU a–g coursework)
- Community college and dual enrollment opportunities
- Career exploration and vocational pathways
- Military entrance preparation
- Financial aid, FAFSA, and scholarship navigation
- Distance learning and online course options

Through a combination of one-on-one counseling, academic tracking, and access to guidance resources, CWCV ensures that students have the support they need to make confident decisions about their futures. Every student receives personalized academic support from teachers and counselors according to their individual needs, ensuring that each learner has the guidance and encouragement to succeed.

Attendance Guidelines

CWCV provides the legally required minimum number of instructional days each academic year (currently 175) and expects students to engage in learning activities and complete assigned coursework on each of those days unless excused for illness or other valid reasons.

Because CWCV operates as an independent study program, student attendance is measured by the completion of assigned work and academic progress rather than seat time. Families collaborate with teachers to establish learning goals, review progress, and ensure that students meet all instructional requirements as outlined in their written agreements.

Independent Study Compliance

CWCV operates as a nonclassroom-based independent study program consistent with Education Code Section 47612.5(e) and all applicable state and federal laws. The school maintains Board-adopted independent study policies, executes a written agreement for each student, and secures a funding determination from the California Department of Education as required for charter schools providing nonclassroom-based instruction.

The CWCV Independent Study Board Policy governs all instructional, recordkeeping, and accountability procedures to ensure legal compliance and instructional quality.

Flexible Scheduling

CWCV's instructional model is built on flexibility and personalization, allowing students to structure their learning schedules in ways that best meet their academic and personal needs. Students enrolled in multiple courses may progress at varying paces depending on their mastery of the material. This structure accommodates diverse learning styles, family schedules, and interests while ensuring that each student meets the expectations outlined in their individualized learning plan.

CWCV's partnership model, uniting the Education Specialist, parents, and subject-area teachers, ensures that all students receive appropriate support. For many students, instruction may include a blend of online coursework, teacher-guided sessions, and hands-on activities designed to reinforce understanding and engagement.

Program Structure

Each CWCV student begins with a planning meeting that includes the assigned Credentialed Teacher (Education Specialist) and parent or guardian to develop a personalized Education Plan. This plan outlines the student's academic goals, instructional methods, and progress measures for the semester.

Monthly meetings are held to monitor student work, review formative assessments, and adjust goals as needed. Teachers review submitted work, provide feedback, and document progress toward grade-level proficiency. Parents receive ongoing updates regarding their child's academic standing, assessment results, and upcoming school events.

In addition, CWCV uses computer-adaptive assessments (such as Scantron or other school-approved tools aligned to State Standards) to measure academic growth and guide instruction. These results inform individualized learning paths, allowing teachers to target areas for enrichment or remediation.

Instruction is delivered through multiple modalities (in person, online, and blended) using platforms such as Canvas or Elluminate. Students have 24-hour access to digital curricula, enabling them to learn from home, at CWCV learning centers, or other approved community learning sites. This structure provides each student with a learning environment that is both flexible and academically rigorous.

Research-Based Instructional Strategies

Educator John Holt once observed, *"The human animal is a learning animal; we like to learn; we are good at it; we don't need to be shown how or made to do it."* CWCV embraces this philosophy, affirming that curiosity, intrinsic motivation, and personalized guidance are the foundations of meaningful education.

As a home-based, independent study program, CWCV supports high academic achievement through research-based instructional strategies that recognize each learner's individuality while maintaining academic rigor. These approaches are effective for diverse student populations including general education, English learners, students with disabilities, and at-promise youth.

Research-Based Practices

- *Personalized Learning and Multiple Intelligences*
CWCV tailors each student's educational plan to their unique learning profile. Drawing on Howard Gardner's theory of Multiple Intelligences and related research (Smith, 2002), teachers and parents collaborate to create multisensory, multimodal experiences that support individual strengths and promote self-directed learning.
- *Continuous and Deep Learning*
Learning at CWCV extends beyond the traditional academic calendar. Students have access to online academic supports year-round, enabling continuous engagement and deeper understanding. Informal and self-paced learning encourages students to form meaningful connections across subjects and apply their knowledge in real-world contexts (Thomas, 2002).

- *Sustained Family–Teacher Partnerships*
The school’s “looping” structure allows students to remain with the same Credentialed Teacher over multiple years when possible. This continuity fosters trust, strengthens family engagement, and provides consistent academic and emotional support—qualities linked to improved student growth and resilience.
- *Learning Beyond the Classroom*
CWCV integrates learning opportunities in the community through field trips, service projects, and enrichment activities such as community service, youth leadership, and arts programs. These experiences align with instructional design theories emphasizing real-world learning and community connection (Jonassen, 2003; Rose & Nicholl, 1998).
- *Safe and Supportive Social Environments*
Students participate in guided, positive social interactions through both in-person and online settings. CWCV’s environment is intentionally designed to promote emotional safety, reduce negative peer pressure, and nurture confidence and social maturity.

Evidence of Academic Success. More than three decades of homeschool research affirm the strength of independent study models. Dr. Brian D. Ray of the National Home Education Research Institute (2015) found that:

- Home-educated students score 15-30 percentile points higher than their public-school peers on standardized tests.
- Achievement levels are independent of parental education or income.
- Students outperform national averages on SAT and ACT exams and are increasingly recruited by colleges.

At CWCV, independent study is not a solitary endeavor, it is a collaborative and intentional process grounded in educational research and human connection. By combining flexibility, family partnership, and evidence-based practices, CWCV cultivates students who are curious, resilient, and ready to thrive in college, career, and life.

Meeting the Needs of All Students

During each monthly meeting, the credentialed teacher and the parent-educator will review the progress made towards mastery of the State Standards for each student at their grade level. Students who do not show grade level proficiency will be supported by Response to Instruction using iReady or another approved progress monitoring program.

At the beginning of each school year, if students have not met or exceeded standards on the prior school year's CAASPP or do not have a CAASPP score, they will be given the iReady or another progress monitoring assessment check. Data will be gathered and analyzed to determine if intervention is needed for the students to achieve grade level proficiency. The teacher will provide intervention assignments, and/or enroll students in intervention classes or online intensive intervention programs such as i-Ready Reading and Math, IXL, or another approved research-based program as needed for the student. Progress towards these assignments will be assessed and reviewed at each meeting as well as in-between meetings.

Students in the designated grade levels will participate in the Charter School's Winter Benchmark assessment to assess the student's attainment of the state standards. Areas of weakness discovered at this time will be targeted and remediated as needed. The credential teacher and parent-educator work together analyzing the data to develop a program to ensure the student's success in accessing their grade level standards.

The Charter School's Data Team will meet regularly throughout the school year to analyze data in order to refine policies and procedures and to determine professional development for teachers and parents. In addition to the monthly meetings for the teachers, there will also be a time for collaboration and exchange of best practices that promotes student achievement. Online and on-site Parent-Educator and Teacher Professional Development will be offered throughout the year. The topics of the trainings will be based on the needs assessments from data collected through the iReady Benchmarks or another progress check, benchmark and CAASPP data as well as teacher observations. Prior training topics have been on how to properly use and monitor growth in the programs of i-Ready, and IXL.

In addition to assessing the student work, the credentialed teacher, at the monthly meetings and in between, will provide academic assistance and training, monitor the student's progress in their assigned intervention class or program, administer any local assessments needed, collect work samples, order additional supplies, set up additional classes or tutoring, provide additional assignments as needed, and provide information in regards to parent-educator and student development opportunities and trainings/workshops.

Plan for Socioeconomically Disadvantaged Students

Connecting Waters Charter School – Central Valley is committed to ensuring that all students receive equitable access to high-quality educational services, materials, and support. Our mission of personalized learning inherently advances equity by tailoring each student’s academic program to their unique strengths, needs, and goals.

CWCV recognizes, however, that not all students begin with the same foundation, particularly those from socioeconomically disadvantaged backgrounds. While every student benefits from individualized instruction and materials, additional supports are provided to ensure that every learner can thrive and remain competitive with their peers. We affirm that *equality is not the same as equity*, and we act on this belief through proactive, targeted interventions.

Foundational Learning Materials. Upon enrollment, each student receives a supplemental curriculum set designed to provide immediate access to standards-aligned learning resources while their individualized program is developed with their Education Specialist.

This set includes grade-level materials for Reading and Writing, Common Core Math skill-building, and NGSS-aligned Science.

- TK-K students receive Phonics Skill Builders.
- Grades 9-12 students receive ACT Prep materials and a *Career Choices Exploration* workbook.

These resources complement, rather than replace, the student’s core curriculum and ensure that every learner begins the school year with tools that support success.

Access and Equity Inventory. To identify and address barriers to learning, each ES completes an Equity Inventory for all socioeconomically disadvantaged students upon enrollment and annually thereafter. This inventory evaluates access to materials and technology essential for success in a home-based learning environment, including:

- Regular access to a computer, laptop, tablet, or similar device
- Reliable internet connectivity
- Printer access with necessary supplies (ink and paper)
- Grade-level reading materials (minimum of five titles from the CDE Recommended Literature List)
- A startup school supply kit, customized by grade level

Grade Band	Sample Contents	Purpose / Intended Use
K-2	Crayons (24 count), washable markers (8 count), color pencils (24 count), beginner	Supports foundational skill-building in early literacy, handwriting, and fine

	pencils, glue sticks and liquid glue, blunt-tip scissors, pencil box, ruler, erasers, wide-ruled composition book, construction paper, and basic binder.	motor coordination. Encourages creativity and engagement in early learning activities.
3-6	Color pencils (24 count), markers (12 count), crayons (24 count), ruler, glue, erasers, sharpeners, binders (1–1½"), quadrille and filler paper, notebooks, pens (blue/red), highlighters, index cards, and pencil pouch.	Provides tools for upper elementary students to organize assignments, complete writing projects, and develop independent study habits. Reinforces transition from guided to structured learning.
7-12	Color pencils, markers, glue, notebooks (college ruled), dividers, binders (2"), graph and quadrille paper, highlighters, index cards, compass, protractor, scissors, pens and pencils, sticky notes, and erasers.	Equips secondary students for academic coursework in math, science, and humanities. Encourages organization, note-taking, and project-based learning skills essential for high school and college readiness.

Parent Support and Training. CWCV provides ongoing training and support for parents who serve as primary educators in the home. Families unable to attend live training sessions receive one-on-one coaching from their ES or access recorded training modules for later reference.

Parents who require additional instructional support are connected to a range of academic services, including:

- Individualized tutoring
- Online courses offered by CWCV or approved vendors
- In-person classes led by CWCV educators
- High School Advisory classes
- Drop-in tutoring sessions available at designated learning centers

These layered supports ensures that every CWCV student, regardless of background or circumstance, has the tools, resources, and relationships needed to achieve academic success and long-term confidence as an independent learner.

Plans for Students Who are Academically Low-Achieving

Students who are academically low achieving will be identified by CWCV teachers through ongoing progress reports, attendance reports, placement tests, progress monitoring assessments, course assessments, standardized test results, and regular parent and student observations. Students will be assessed up to three times a year using iReady Benchmarks. Student progress is assessed by the teacher using both the iReady diagnostics and student work samples. Progress concerns will be shared with the parent-educators to identify if further interventions are needed. CWCV will utilize strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, parent-educators and teachers can create

hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Parent-educators and teachers can also provide one-on-one or small group support in a virtual classroom as well as in person. Teachers and parent-educators/guardians have opportunities to follow the student's interests and connect their previous knowledge to new concepts and learn through a variety of modalities with strategies that meet their needs.

To directly support low-achieving students, CWCV believes that the credentialed teacher, parent-educator, and student must collaborate to design the optimal personalized learning plan. All students will be assessed upon admission to CWCV. The teachers are trained to use the various resources available on the CWCV curriculum website, as well as other Internet resources to help with developing individual learning plans. With the co-creation (credentialed teacher, parent-educator, and student) of the student's personalized learning plan, which includes the initial assessment and the student's learning style inventory and interests; the success rate for the low achiever will be greatly enhanced. CWCV believes that both the confidence and the motivation to learn begins by meeting the student at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage her or his full potential. Students will be given a diagnostic assessment at the start of the student's intervention class or program then re-assessed monthly by the credentialed teachers to document progress or to make necessary changes to the student's personalized education plan.

Students can move at their own pace with a combination of lessons from State Standards-aligned print and digital texts and independent study, and guided online, computer adaptive instructional learning programs. Students take needed time to acquire the skills necessary for academic success.

CWCV will provide students and parent-educators/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop. The teacher meets a minimum of 20 school days with the parent/student in their geographic location or in an agreed upon location. The parent also has access to the teacher's office hours schedule. Parents are provided training through in person and/or online workshops, access to all school specialists (curriculum, academic, training, guidance directors, math & English Specialist) as well as trainings with their assigned teacher.

If a student is struggling with any subject, CWCV will ascertain the areas of struggle or challenge through the variety of assessments and observations mentioned and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading or math competency, then the team would reassemble and devise a revised plan.

CWCV will utilize a Personalized Learning Team ("PLT") process to develop a plan to address low-achieving students' individual needs. Parent-educators/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A PLT uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The PLT clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A PLT is a general education function. All students can benefit from a PLT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to PLT for consideration. Anyone who is connected with that student can be included in the PLT to provide information to share about the student's strengths, as well as concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parent-educators/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessments and collaboration, CWCV may implement the following strategies:

- Modify and reduce lessons as assigned by the student's customized Education Plan ("Ed Plan").
- Provide remedial instruction.
- Provide one-on-one and small group support.

If the problem continues after implementation of a PLT plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the PLT. There are follow up PLT meetings to assessed the student progress. Data is collected from the teacher assigned to the students along with the PLT Coordinator.

Plan for Students Who are Academically High Achieving

The individual learning plan of high-achieving students will be adapted for their individual needs and allow for them to be accelerated and/or be more highly challenged in their studies. CWCV will offer a-g courses that will allow its students to have access to California's UC and CSU systems. CWCV's Guidance Department will offer opportunities for all of our students to apply for a number of different scholarships for which they qualify.

CWCV teachers and parents/guardians identify students performing above grade-level by engaging in an ongoing observation and evaluation of the student's coursework and course tests, placement tests, performance tests, and standardized tests. The supervising teacher and parent may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. Above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We encourage students to experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their learning style, interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

Plan for English Learners

CWCV will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CWCV will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

CWCV believes that all EL students who are not proficient in the English language need every opportunity to be able to become proficient. Students will enroll in ELA and ELD courses in which they will receive daily direct instruction from certificated teachers holding valid credentials and certificates that authorize them to teach EL students. Instruction will be delivered via online or at our Resource Learning Center. Teachers provide instruction by using state adopted Program Type 5 curriculum.

In addition, we train our Education Specialists to test these students to discover their areas of strengths and weakness, and we will train the Education Specialists in selecting appropriate curriculum to help EL students achieve success in their educational process. State approved English Language Development Curriculum will be used in addition to the English Language Arts Curriculum for TK-8 and High School students. The following resources will also be available and can be used as regular supplemental pieces to the EL students' program: English Language Arts classes,

English Language Development Support classes, history support courses, math support courses, writing support courses, Intensive classes: we encourage participation in vendor provided enrichment classes as further opportunities for practicing English Language skills.

- All EL students have daily access to an Education Specialist who is EL authorized
- All EL students attend ELA classes either onsite or in our online classes
- All EL students have designated and integrated ELD either onsite or in our online classes
- All EL students have access to EL authorized tutors
- We have a bilingual Spanish Aide who provides services to our Spanish speaking parents and students during monthly meetings with their Education Specialist; as well as provide bilingual services to students onsite as needed.
- Three Day per week math classes for 4th to Algebra 1 are offered to help support EL math standards. In addition, higher math level support classes are offered to support all students

Home Language Survey. CWCV will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment. All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In Kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive

of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CWCV will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. Parents will also be notified of their rights and be encouraged to participate in the reclassification process.

Reclassification Procedures. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention. CWCV provides comprehensive, research-based supports to ensure English Learners develop full proficiency in English and achieve academic success across all content areas. Instruction for English Learners is delivered through both Designated English Language Development (ELD) and Integrated ELD, aligned with the California ELD Standards and the Common Core State Standards (CCSS).

Designated and Integrated ELD Instruction

- *Designated ELD:*
Students receive dedicated instruction in English Language Development targeted to their proficiency level as determined by the English Language Proficiency Assessments for California (ELPAC). Credentialed teachers provide focused lessons on listening, speaking, reading, and writing in English using adopted ELD materials and strategies such as language modeling, structured academic talk, and vocabulary development.
- *Integrated ELD:*
Across all content areas, teachers intentionally build language support into instruction so that students can access rigorous, grade-level academic standards while continuing to strengthen their English proficiency. Teachers utilize scaffolding strategies, visuals, sentence frames, academic discourse routines, and culturally relevant content to ensure equitable participation in every subject.

Both designated and integrated instruction are supported through ongoing professional development for teachers, ensuring instructional consistency and effectiveness across the program.

Program Evaluation and Monitoring. The EL Coordinator, Assessment Coordinator, and Executive Director (or designee) regularly evaluate the effectiveness of CWCV's EL program through the following actions:

- Adoption and implementation of academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies consistent with program design.
- Review of student identification, placement, and reclassification processes to ensure accuracy and timeliness.
- Verification of the availability of adequate instructional materials, digital resources, and interventions to support English language development.
- Continuous evaluation of student progress and program outcomes using assessment data (ELPAC, internal benchmarks, and academic grades).
- Implementation of tiered interventions for Long-Term English Learners (LTELs) and Tier 3 students, including individualized learning plans and increased instructional frequency.

- Maintenance of an active English Learner Advisory Committee (ELAC) that meets regularly to review progress, provide input, and ensure stakeholder engagement in program improvement.

CWCV's approach integrates accountability, collaboration, and continuous improvement to ensure that English Learners not only acquire English proficiency but also graduate fully prepared for college, career, and civic life.

Plan for Serving Students with Disabilities

Overview. The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School will be its own local educational agency ("LEA") for purposes of special education and is a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the El Dorado County Charter SELPA, and the California Department of Education before June 30th of the year before services are to commence.

As an LEA member of a SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA and IDEA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act. CWCV recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CWCV. A student who has a physical or mental

impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including tutors, must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA". The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations or imposed by law.

Staffing. All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination. The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral. The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments. The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings. The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development. The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation. The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at

least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies. The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination. It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints. The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services.

The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings. The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation. The Charter School understands that it shall represent itself at all SELPA meetings.

Funding. The Charter School understands that it will be subject to the allocation plan of the SELPA.

Professional Development

Professional development for CWCV personnel will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive one-to-two-day training program before school begins to train all teachers on the independent study law compliance, attendance reporting, school policies and procedures, as well as instructional strategies that address the needs of our targeted student population.
- Monthly credentialed teacher meetings with Advisors: this is a time to review policy and procedure, train on any necessary items, networking among teachers, etc.
- Bi-annual All Staff Meetings will be conducted for all CWCV staff to come together for updates and review on Independent Study legal requirements, along with Charter School policy and procedures.
- Other designated professional development days will be scheduled throughout the school year for any upcoming new information, workshops and tools to assist with student achievement.
- Friday Trainings take place once a month to address ES tasks for that month. Some examples would include i-Ready Diagnostics: Guidance on what to assign based on the diagnostic, Inclusion Specialist: Teamwork to support students with individualized education programs (“IEP”), Online Teaching strategies.
- New Teacher Training will be conducted throughout the first two years of employment. There will be initial online training through seventeen modules of school information. There will be one-on-one training both online and in person, and support from the Education Services Director, along with an Advisor. Each new teacher participates in webinars throughout the year, and is assigned a Buddy to assist them with the everyday inner workings of ES responsibilities.

A calendar of professional development is shown below.

Month	Topic	Length
August	All Staff PD/Training Day	1 day
	ES Professional Development Day	1 day
September	Friday Training – ES task-related topic	45 minutes
	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	Tiger Time: ELA or Math department meeting – training	1 hour

	with the subject specialist for the ES's assigning CMS subject area	
	New ES online training	1 hour
State trainings throughout the academic year	Bullying Quiz A.L.I.C.E. Workplace Violence Sexual Harassment Suicide Prevention Mandated Reporting Training PRISM Foster Youth Training	30 minutes 90 minutes 20 minutes 1 hour (gen staff), 2 hours (managers) 45 minutes 90 minutes 60 minutes 60 minutes
October	Friday Training – ES task-related topic	45 minutes
	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	New ES online training	1 hour
	Tiger Time: ELA or Math department meeting – training with the subject specialist for the ES's assigning CMS subject area	1 hour & 15 minutes
	New ES online training	1 hour
November	Friday Training – ES task-related topic	45 minutes
	ES Meeting with Advisor: Review of monthly agenda and training with advisor	1 hour & 15 minutes
	New ES online training	1 hour
	Tiger Time: ELA or Math department meeting – training with the subject specialist for the ES's assigning CMS subject area	1 hour & 15 minutes
December	Friday Training – ES task-related topic	45 minutes
	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	New ES online training	1 hour
January	Friday Training – ES task-related topic	45 minutes

	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	New ES online training	1 hour
	Tiger Time: ELA or Math department meeting – training with the subject specialist for the ES's assigning CMS subject area	1 hour & 15 minutes
February	All Staff	1 day
	Professional Development	1 day
	ES Agenda	Written agenda for ES
March	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	New ES online training	1 hour
	Friday Training – ES task-related topic	45 minutes
	Tiger Time: ELA or Math department meeting – training with the subject specialist for the ES's assigning CMS subject area	1 hour
April	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	New ES online training	1 hour
	Friday Training – ES task-related topic	45 minutes
	Tiger Time: ELA or Math department meeting – training with the subject specialist for the ES's assigning CMS subject area	1 hour
May/June	ES Meeting with Advisor: Review of monthly agenda and training with Advisor	1 hour & 15 minutes
	New ES online training	1 hour
	Friday Training – ES task-related topic	45 minutes
	Tiger Time: ELA or Math department meeting – training with the subject specialist for the ES's assigning CMS subject area	1 hour

Local Control Accountability Plan

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities identified in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of students including the Charter School's anticipated numerically significant subgroups, Hispanic or Latino, Filipino, African American, White non-Hispanic. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the Local Control and Accountability Plan ("LCAP") in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to MCS and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

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.

ELEMENTS 2 & 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.-- Education Code Section 47605(c)(5)(B)

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

Students will demonstrate competency in seven (7) growth area goals. The extent to which students achieve these goals is determined by mastery of the student standards and by demonstrated proficiency on state mandated assessments and passing courses in the growth areas: Effective Communicators (Reading/Writing), Technologically and Socially Skilled Individuals (Life Skills), Historically Aware, Effective Citizens (Political Process), Mathematical Thinkers, Scientific Thinkers, and Lifelong Learners (Special Interests).

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities identified in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of students including the Charter School's anticipated numerically significant subgroups, Hispanic or Latino, Filipino, African American, White non-Hispanic. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and also available on our website. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State

Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter term. The Charter School shall submit the LCAP to MCS and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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.

Using the data analysis techniques discussed below, CWCV will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

Methods of Assessment

Through the effective use of varied assessments, students will demonstrate their depth of knowledge and subsequent progression of skills as they move successfully through our school system. All students will be assessed by Credentialed Teachers using the following: Systematic evaluation of progress and completed coursework (quality and quantity), WRAT (TK-2), iReady, or similar assessments, and CAASPP/Smarter Balanced or state assessments. Additionally, in accordance with state law, the ELPAC is administered to those qualifying students. Credentialed Teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians, have the first responsibility for measuring and monitoring student progress and performance.

The following assessments are utilized by CWCV:

Universal Screenings & Growth Monitoring Assessments are administered to establish each student's baseline knowledge and readiness for instruction, as well as to identify those who may need additional academic support. Our state-approved iReady diagnostic serves as both the universal screener and the source of verifiable data. The assessment is administered midyear for students requiring additional support and at the end of the year for all students to monitor growth and conduct summative analysis.

CAASPP/Smarter Balanced Assessments are aligned to the Common Core State Standards which were developed by TK-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system including summative and interim assessments and formative

resources for teachers--will provide accurate and consistent information about student progress toward college and career readiness.

California Science Test ("CAST") will be administered to students in grades 5, 8, and once in high school, as required by the state.

Physical Fitness Test is administered to students in grades 5, 7, and 9, in accordance with state law.

California Alternate Assessment is administered in accordance with state law.

Embedded Assessment of students' work may include, but is not limited to, a review of assignments, evaluation of student work, projects, and special assignments. The chapter test, final exam, and final draft of a writing project are all examples of summative assessments.

ELPAC will be administered in accordance with state law.

End-of-Course Exams Successful completion of end-of-course assessments, regardless of type, is required of all high school students wishing to obtain a CWCV diploma. Measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented. Every student (TK-12) is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course.

Annually, CWCV will develop and publish a School Accountability Report Card.

Use and Reporting of Data

Report of Individual Student Progress. Parents/guardians, students, and the Credentialed Teacher routinely collaborate in reviewing student progress through regularly scheduled meetings. Individualized student evaluation data will be utilized by the Credentialed Teacher in tailoring the student's education program. This data is documented and updated monthly in the school database, as well as communicated to parents and students. Progress reports and report cards are routinely provided to parents. Parents may access the Parent Portal to retrieve such data. School administrators receive student progress data from the Credentialed Teachers and this data will be reviewed monthly and on an ongoing basis. Each semester, credentialed Teachers assemble student portfolios, which are designed to highlight a student's progression of skills throughout the school year. These portfolios are exchanged with other Credentialed Teachers for the purpose of peer-evaluation of the quality of student progress. Portfolios are then submitted to administration for further reporting of student progress.

Use of Achievement Data to Improve CWCV Programs. Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using iReady or other progress monitoring tool. Additionally, CAASPP will provide annual reports and data within the assessments in each subject area. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve CWCV's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at staff meetings and in regular program review evaluations.

The Charter School's governing Board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The Board will hear analysis and recommendations presented by the Charter School's leadership and consider actions to continually improve the Charter School's performance.

CWCV also will survey parents/guardians on an annual basis to obtain valuable program feedback to be used in making program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

Non-Profit Public Benefit Corporation

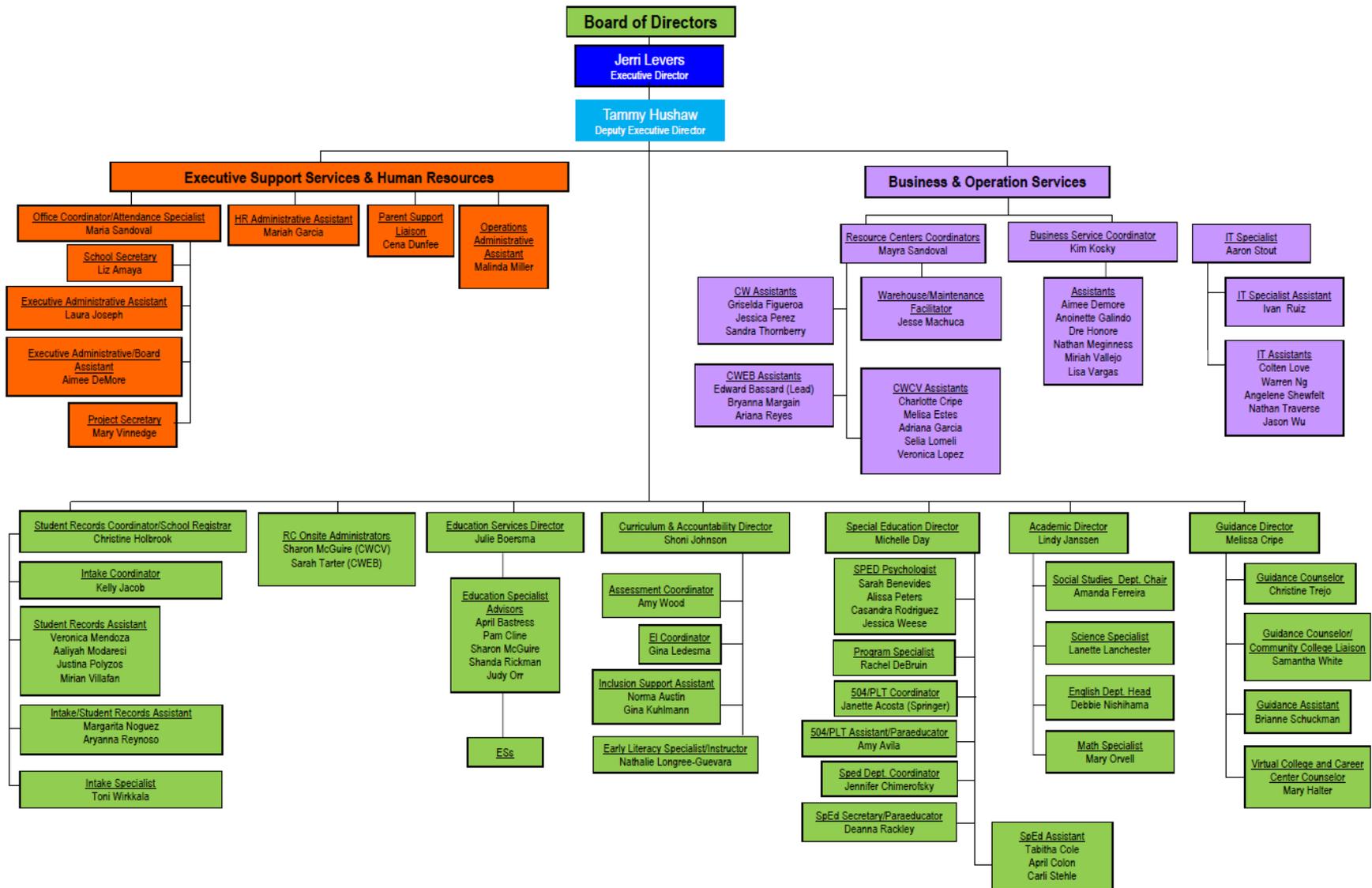
The Charter School is a directly funded independent charter school and CWCV is operated by Connecting Waters Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

CWCV operates autonomously from Modesto City Schools, with the exception of the supervisory oversight as required by statute, and other contracted services as may be negotiated between MCS, and CWCV. Pursuant to Education Code Section 47604(d), MCS shall not be liable for the debts and obligations of CWCV, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CWCV as long as MCS has complied with all oversight responsibilities required by law.

Attached as appendices please find the Connecting Waters Charter Schools Articles of Incorporation, Corporate Bylaws, and a Conflict of Interest Code, respectively, for Connecting Waters Charter Schools.

Board of Directors

Erika Melton – Board Chair
Jennifer Louie-Monzon – Board Co-Chair
Kristen Corrales – Board Secretary
Lydia Addipah – Assistant Board Secretary
Kaneez Fatima – Board Member
Keith Martin – Board Member
Stuart Welch – Board Member



The Charter School is governed by the Connecting Waters Charter Schools Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which remain consistent with the terms of this charter.

The Board of Directors is composed of no fewer than five (5) and no more than seven (7) members, including parents of currently enrolled CWCS students and at least two (2) members of the broader community. The Board may, but is not required to, appoint parents of students currently attending CWCV to serve as either parent representatives.

Each director serves a two (2) year term and continues in office until a duly qualified successor is appointed. Directors may serve additional terms if reappointed through formal action of the Board of Directors.

The Board seeks individuals who embrace and uphold the Charter School’s vision and values. Ideal candidates will demonstrate a strong understanding of charter schools and independent study programs, including how these models differ from traditional school settings. We value experience in finance and business, as well as a commitment to responsible governance. All board members are required to take an Oath of Office and to conduct themselves in accordance with the Board of Directors’ Oath of Office policy.

The Board of Directors will solicit nominations at least thirty (30) days prior to the designation of new directors. A complete list of all nominated candidates will be compiled no later than seven (7) days before the designation date, or within such timeframe as otherwise determined by the Board. The Secretary will include this list of nominated candidates with the meeting notice provided in accordance with these bylaws.

Board Member Qualifications

Parent and community board members must meet the following qualifications:

- Parent members must be the parent of one or more students currently enrolled at any of the three Connecting Waters Charter Schools (discussed further below), and approved and elected by the current Board of Directors.
- Community members must demonstrate a commitment to the mission and vision of CWCS and be approved and elected by the current Board of Directors.
- All board members must:
 - Demonstrate a working knowledge of basic public school finance.
 - Possess an understanding of CWCS educational priorities.
 - Recognize the importance of student achievement in the context of a public school.
 - Agree to and comply with the Oath of Office, which affirms a commitment to:
 - Maintain a student-centered focus in decision-making.
 - Uphold equity, fairness, and impartiality.

- Serve with integrity, trustworthiness, and accountability.
- Fulfill all responsibilities of a Director with dedication and professionalism.

Quorum and Voting

A majority of the directors then in office shall constitute a quorum. All actions and decisions of the Board of Directors require a majority vote of the directors present, provided that a quorum has been established.

In accordance with Education Code Section 47604(c), the District may appoint a representative to serve on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership of at least one student member. A student member of the Board shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Charter Network

Connecting Waters Charter Schools operates three charter schools: Connecting Waters Charter School (authorized by Waterford Unified School District), Connecting Waters Charter School - East Bay (authorized by the Alameda County Board of Education), and Connecting Waters Charter School - Central Valley. Collectively, these schools comprise the “Charter Network.”

The Charter Network is operated by Connecting Waters Charter Schools as outlined below. All duties performed on behalf of CWCV are likewise carried out for the other two charter schools. Each charter school within the network maintains its own budget and financial accounts, ensuring fiscal separation and accountability.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CWCV including but not limited to:

- Approval of the annual CWCV budget, calendar, salary schedules, and employment contract of the Executive Director, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with MCS.

- Approval of all leases, purchases, contracts exceeding the limit established in the corporation's fiscal policies.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of material revisions to the charter to be submitted to MCS as necessary.
- Long-term strategic planning for CWCV.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of CWCV and taking necessary action to ensure that the Charter School remains true to its mission and charter.
- Monitoring the fiscal solvency of CWCV.
- Participation in CWCV's independent fiscal audit.
- Participation in CWCV's performance report to MCS at the annual site visit.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of CWCV.
- Fundraising efforts.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within the appendices. As required, the Conflict of Interest Code has been submitted to the Fair Political Practices Commission for approval.

Board Meetings

All meetings of the Board of Directors shall comply with the Brown Act and Education Code Section 47604.1(c) and shall take place at least quarterly.

The Board of Directors shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in all charter schools operated by Connecting Waters Charter Schools reside. A two-way teleconference location shall be established at each school site and each resource center. The Board of Directors shall audio record, video record, or both, all the Board of Directors meetings and post the recordings on each charter school's internet website.

CWCV policies and practices ensure meaningful parental involvement. Parents maintain the right to review and approve instructional materials and opportunities provided to their student. CWCV will regularly collaborate with parents of enrolled students and their teacher regarding the school's educational programs. Parents of CWCV students are encouraged to attend Board meetings in person or participate via teleconference.

Meetings of the Board of Directors are presided over by the Board Chair, who is elected annually by the Board at the concluding meeting of the school year.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in training regarding effective board governance, the Brown Act, ethics (AB 2158) and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well. The Board of Directors are offered training opportunities throughout the year, including Board retreats.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of CWCV any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Executive Director, Deputy Executive Director, Education Services Director, Curriculum and Accountability Director, Academic Director, Guidance Director, and Special Education Director will be the leaders of Connecting Waters Charter Schools. CWCV will also have a strong IT Department. These positions will ensure that the curriculum along with technology is implemented in order to maximize student learning experiences. The Executive Director and the charter school directors will oversee CWCS and CWCV within the charter network. The Executive Director will work closely with the leadership of CWCV.

The Executive Director, Deputy Executive Director, and Education Services Director will directly supervise the credentialed teachers and will be responsible for administering the school in all of the aspects of its day-to-day operations, working with Connecting Waters

Charter Schools Board of Directors, MCS, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Executive Director or designee shall include, but will not be limited to, the following:

- Provide instructional leadership to CWCV.
- Attend meetings at MCS as requested by MCS and liaise with MCS, including assisting MCS in its oversight duties.
- Supervise all employees of CWCV.
- Provide performance evaluations of all CWCV employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between MCS and CWCV and facilitate a sharing of resources between both entities.

Parent & Teacher Participation in Governance

Connecting Waters Charter School - Central Valley will use several strategies to consult on a regular basis with their parents/guardians and teachers regarding the Charter School's educational program.

The Parent Advisory Council, Parent Activity Workshops (PAWS) and the English Learner Advisory Committee (ELAC) are active groups promoting parent involvement in CWCV. The CWCV Parent Advisory Council ("CVPAC") will provide feedback to the Board of Directors of any issues pertaining to the governance or functions of the school, among other issues. All parents are invited to participate in the CVPAC and PAWS. All parents of English Learners are invited to join the CV ELAC. From these groups, officers will emerge and determine the regularity and local needs of the CVPAC that will meet in Modesto at the resource center or online. Local school leaders and the advisory council will provide input and report to the Board of Directors. The officers of CVPAC will consist of 5-10 members; however the parents at large will be encouraged to attend all CVPAC meetings and school sponsored events.

- CWCV will provide parents/guardians with surveys once a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- In accordance with this Charter and the Bylaws, parents of students currently attending CWCV may be appointed to serve on the Board
- Parents/guardians can communicate with the Executive Director of Connecting Waters Charter Schools at any time.

CWCV will strive to meet the needs of the students and families in order to offer a valuable school of choice. The CVPAC, PAWS, and ELAC will also be responsible for parent involvement in school activities and fundraising, and advising the CWCS Board of Directors on any and all matters related to the strengthening of CWCV's community. Parent participation will play a vital role in the effectiveness of our program. A representative from any parent group may also provide feedback to the Board of Directors on issues of concern to the parent community at large.

Throughout the year, CWCV Parents will engage in meaningful meetings that will center around discussions as to how the school can support student achievement and promote parent involvement. The CVPAC will assess student achievement at the meetings and be support to new CWCV families by providing information about the vendor partners who can support student learning. To inform planning, we will assess the needs of the students and community members on an ongoing basis through parent and student surveys, Parent Advisory Council meetings, parent workshops, board meetings, and recruiting events. The parent and satisfaction surveys will be provided to the Board of Directors. The surveys will be developed specifically to assess parent and student input on effectiveness of all aspects of CWCV from their perspective, related to their experience. The results of the surveys will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E)

Central Valley Site Administrator / Education Specialist Advisor

Overview of Responsibilities. The CV Site Administrator/ES Advisor provides on-site administrative leadership for the Connecting Waters - Central Valley Resource Center while also performing the responsibilities of an ES Advisor. Administrative duties include acting as liaison between the site and executive leadership, supporting teachers with classroom management and student engagement, handling student discipline and recognition, and maintaining presence at the site at least two days per week. The Administrator attends safety and facilities meetings, manages SEL and character-building initiatives, promotes Restorative Practices, upholds site policies, participates in resource center events, and collaborates with department heads to support course recruitment, scheduling, marketing, and communication. As an ES Advisor, the individual trains and mentors Education Specialists, conducts evaluations, resolves conflicts, supports attendance and paperwork processes, oversees graduation packet reviews, handles transcript issues, develops training materials, supports Rtl, and contributes to staff development and leadership meetings. The position supervises up to 30 employees and ensures compliance with school procedures.

Minimum Qualifications:

- Current teaching credential
- Strong leadership and interpersonal skills
- Ability to manage multiple priorities and deadlines
- Proficiency with database, internet, spreadsheet, and word-processing software
- Ability to type 50 wpm

Curriculum & Accountability Director

Overview of Responsibilities. The Curriculum & Accountability Director provides leadership in curriculum development, standards implementation, instructional coaching, assessment oversight, and academic program compliance. This role supports teachers and department chairs in aligning instructional practices with state standards, differentiating instruction, and maintaining academic intervention systems. The Director oversees state and local assessment administration, manages TOMS and CALPADS data accuracy, facilitates data team meetings, prepares LCAP reports, and ensures English Learner program compliance. Additional responsibilities include supervising staff, monitoring program improvement initiatives, presenting information to leadership

teams and the Board, supporting WASC accreditation processes, and collaborating across departments to maintain compliance and support positive student outcomes.

Minimum Qualifications:

- Bachelor's degree in education with a current teaching credential
- Minimum two years teaching experience
- Knowledge of curriculum development
- Strong analytical, data management, and communication skills
- Proficiency with database, spreadsheet, and word-processing software

Curriculum & Assessment Coordinator

Overview of Responsibilities. The Curriculum & Assessment Coordinator manages all logistics for mandated statewide testing, including CAASPP, CAST, PFT, A-G final exams, and all College Board exams. Responsibilities include creating proctor and staff schedules, training test site coordinators and ES proctors, coordinating online and in-person training, managing test attendance and score data in SIS, and overseeing communication with state agencies, publishers, and school stakeholders. Additional duties include maintaining curriculum inventory and recommended curriculum lists, ensuring compliance with state testing policies, preparing assessment reports for leadership, ordering materials, processing reimbursements, and collaborating closely with IT for testing logistics. The Coordinator supervises up to 10 employees and contributes to Data Team activities, ES training, and professional development.

Minimum Qualifications:

- Fifth-year college or university program certificate or equivalent experience
- Successful prior performance as an Education Specialist
- Strong data management and organizational skills
- Knowledge of ETS/CAASPP testing procedures and Google Suite/Excel

Guidance Director

Overview of Responsibilities. The Guidance Director oversees all functions of the Guidance Department and provides comprehensive support to students in areas of academic advising, vocational planning, social-emotional concerns, and crisis response. Responsibilities include reviewing student records to assess interests and abilities, administering and interpreting assessments, counseling students and families, and coordinating services with special education staff and other professionals. The role manages college and career preparation, oversees academic probation and scholarship communications, supports at-risk student populations, and serves as liaison to community colleges to facilitate dual/concurrent enrollment. The Director contributes to the development and oversight of the CTE program, facilitates department meetings,

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and collaborates across departments to promote student success while supervising assigned employees.

Minimum Qualifications:

- Pupil Personnel Services (PPS) Credential
- Prior counseling experience
- Ability to maintain confidentiality and exercise sound judgment
- Strong interpersonal and communication skills
- Proficiency with Google Suite and database tools; typing at least 50 wpm preferred

Education Services Director

Overview of Responsibilities. The Education Services Director provides leadership and oversight for the Education Services Department, ensuring that Education Specialists (ESs) and Advisors are well-supported, trained, and aligned with school policies. The Director facilitates Advisor and ES meetings, coordinates departmental agendas and communications, manages ES hiring, onboarding, and training, and provides guidance on discipline, conflict resolution, and parent concerns. Additional responsibilities include overseeing Re-Engagement Team Meetings, Best Interest Evaluation Meetings (BIEMs), attending to ES rosters and assignments, ensuring accurate student records and enrollment processes, coordinating professional development and all-staff events, supporting audit and compliance activities, and collaborating closely with other departments—including Academic, Curriculum & Accountability, Guidance, and Records—to ensure positive outcomes for students. The Director also prepares reports for leadership and the Board, supports summer school coordination, and maintains strong communication across the organization.

Minimum Qualifications:

- Current teaching credential with ESSA certification
- Two to four years of related experience or equivalent training
- Master’s degree in Education and Administrative Credential preferred
- Successful prior performance as an Education Specialist
- Strong leadership, communication, and organizational skills

Academic Director

Overview of Responsibilities. The Academic Director oversees the Academic Team, including department chairs and instructors, ensuring that instructional practices and policies are implemented effectively and consistently. This role is responsible for training, coaching, and supervising instructors; managing department meetings and evaluations; maintaining class postings, syllabi, and master class lists; and ensuring

credentialing compliance, appropriate assignments, and accurate reporting across schools. The Director develops curriculum offerings, supports online and resource center classes, ensures alignment of grading rubrics, and resolves conflicts involving instructors, students, and parents. Additional responsibilities include coordinating class schedules, supporting summer school, contributing to agendas and reports, attending leadership meetings, working with authorizers on credentialing and assignment monitoring, and managing portfolio review processes for quality assurance. The Academic Director also supervises a large team and works collaboratively across departments to ensure strong academic outcomes.

Minimum Qualifications:

- Fifth-year college or university program certificate or equivalent combination of education/experience
- Two to four years related experience or training
- Successful prior performance as an Education Specialist
- Strong knowledge of curriculum, credentialing, and instructional practices
- Proficiency with database, spreadsheet, and presentation software

Special Education Director

Overview of Responsibilities. The Special Education Director manages all aspects of special education compliance and service delivery in accordance with IDEA and California Education Code. This position oversees and conducts IEP meetings, develops legally compliant IEP documents, interprets assessment results, and ensures appropriate placement and progress monitoring for students with exceptional needs. The Director provides support and training for Education Specialists, coordinates Child Find activities, and maintains communication with SELPAs and district personnel on policies, procedures, and potential issues. Additional responsibilities include liaising with families and external agencies, delivering annual training on special education procedures, ensuring required documentation and reporting, providing curriculum support related to student needs, and addressing concerns regarding student services. The Director supervises staff and ensures adherence to legal mandates across all special education processes.

Minimum Qualifications:

- Appropriate special education credential(s)
- Minimum two years of experience in special education
- California Administrative Services Credential
- Strong understanding of IDEA, state education codes, and assessment interpretation
- Proficiency with database, spreadsheet, internet, and word-processing software

Personalized Learning Team / 504 Coordinator

Overview of Responsibilities. The Personalized Learning Team/504 Coordinator leads the planning, facilitation, and documentation of the Personalized Learning Team (PLT) process and ensures the development, implementation, and compliance of 504 Accommodation Plans. PLT responsibilities include evaluating student learning needs, assisting with curriculum and instructional strategies, guiding staff and parents on targeted interventions, administering general education assessments, coordinating speech requests, creating and maintaining student files, facilitating initial and follow-up PLT meetings, providing written recommendations, supporting students with behavioral or emotional concerns (including suicide-related discussions), and referring students to Special Education when appropriate. The Coordinator collaborates with Special Education personnel, attends Data Team and Leadership meetings, contributes to agendas, and prepares board reports. For 504 coordination, the role conducts eligibility evaluations, interprets medical documentation, writes 504 plans, schedules and facilitates meetings, maintains required documentation, enters accommodations into student information systems, communicates with assessment teams and clerical staff, and ensures compliance with federal and state guidelines. The Coordinator also facilitates the Re-Engagement Meetings which is part of our Tiered Re-Engagement Policy.

Minimum Qualifications:

- Bachelor's degree in education with a current teaching credential
- Two years of teaching and related experience
- Knowledge of curriculum development
- Strong understanding of 504 accommodations and intervention processes
- Proficiency with database, spreadsheet, and word-processing software

Education Specialist Advisor

Overview of Responsibilities. The ES Advisor provides ongoing training, mentoring, and performance evaluation for assigned Education Specialists. Responsibilities include coaching ESs on school policies, attendance procedures, high school graduation requirements, curriculum selection, Carnegie units, portfolios, report cards, Ed Plans, and SGI processes. The Advisor administers new ES training, provides ongoing support through meetings and check-ins, and offers IT troubleshooting related to school systems. The position evaluates ES performance, documents concerns, resolves parent/student/ES conflicts, reviews graduation packets, manages student transfers and account requests, supports transcript corrections, and ensures accuracy of records. The Advisor also develops training materials, contributes to agendas, participates in committees, supports Rtl implementation, represents administration during testing, assists with staff development days, and supervises up to 30 employees.

Minimum Qualifications:

- Current teaching credential with NCLB certification
- Fifth-year college or university program certificate or equivalent experience
- Two to four years of related experience and/or training
- Successful prior performance as an Education Specialist
- Strong instructional, organizational, and communication skills

English Learner Coordinator

Overview of Responsibilities. The EL Coordinator oversees all aspects of the English Learner (EL) program, ensuring compliance, effective instructional support, and improved student achievement. Responsibilities include working with the Curriculum & Accountability Director to select and support EL curriculum; monitoring instructional materials and online programs; observing classes and providing feedback; coordinating services for EL students, including high school and state assessment preparation; collaborating with the Assessment team and Lead ELPAC Coordinator on ELPAC administration; tracking EL data, SELA reports, and ELAS corrections; maintaining compliance with DELAC/ELAC advisory committees; communicating regularly with ESs on student progress; managing EL website content; aligning programs to standards; developing parent and teacher training; supporting content-area teachers with ELD strategies; creating surveys; tracking RFEP performance; monitoring EL LCAP budgets; preparing reports and newsletters; and coordinating in-person EL supports and family engagement activities. The Coordinator may also teach classes.

Minimum Qualifications:

- Bachelor's degree in an education field
- Current teaching credential with CTEL, CLAD, or BCLAD certification
- Two years of teaching experience
- Knowledge of curriculum development and EL instructional practices
- Strong organizational, communication, data-tracking, and compliance skills

English Department Head

Overview of Responsibilities. The English Department Head oversees the English Department by providing leadership, instructional direction, and program oversight to ensure that course content aligns with approved syllabi and program expectations. Responsibilities include managing departmental resources, facilitating monthly department chair and department meetings, providing annual reviews of accomplishments and outcomes, monitoring program requirements such as grading and attendance, and ensuring compliance with Canvas guidelines. The role conducts performance reviews, supports curriculum updates, and interfaces with other departments while also assisting with textbook ordering and teaching classes when

needed. The English Department Head also collaborates with the Executive Team and Academic Cabinet, provides ongoing professional development, assists with curriculum development, and monitors program effectiveness to support positive student outcomes.

Minimum Qualifications:

- Valid single subject credential or authorization in English
- Proficiency with Google Suite, Microsoft Office, internet/database tools
- Ability to type 50 wpm
- Strong leadership, communication, and team-building skills

Math Specialist

Overview of Responsibilities. The Math Specialist serves as Chair of the Math Department and leads mathematics instruction across the Connecting Waters Charter Schools. Responsibilities include maintaining and updating math placement policies; collaborating with Academic Cabinet to align Algebra for Graduation requirements with state law; supporting ESs and parents with appropriate math placement, materials, and standards-aligned instruction; coordinating MDTP and math readiness assessments; placing students in appropriate high school math courses; and overseeing math-related interventions and drop-in tutoring. The role supports Effective Educators (EEs) in portfolio reviews, provides scaffolding strategies for student success, develops and teaches math classes, contributes to ES agendas, prepares reports for the Board, organizes enrichment opportunities such as math competitions, facilitates departmental meetings, and leads curriculum development and continuous improvement initiatives. The Math Specialist also supervises department staff and manages departmental resources.

Minimum Qualifications:

- Fifth-year college or university program certificate or equivalent combination of education/experience
- Two to four years related experience and/or training
- Successful prior performance as an Education Specialist
- Strong mathematics content knowledge and instructional expertise
- Proficiency with database, spreadsheet, and presentation software

Early Math Intervention Specialist

Overview of Responsibilities. The Early Math Intervention Specialist provides targeted math intervention support to staff, students, and parents with a focus on early foundational math competencies. Responsibilities include supporting course content fidelity, developing and facilitating professional development, participating in department

chair and monthly department meetings, and contributing to annual departmental reviews. The Specialist collaborates with teachers to implement standards-based instruction, facilitates curriculum creation and updates, supports multi-tiered instructional approaches, and develops personalized math programs aligned with school goals. The role encourages student achievement, provides scaffolding strategies, assists with curriculum selection, participates in school events, contributes to ES agenda content, and prepares board reports as needed.

Minimum Qualifications:

- Fifth-year college or university program certificate or equivalent experience
- Successful prior performance as an Education Specialist
- Knowledge of math pedagogy and early intervention strategies
- Proficiency with database, spreadsheet, PowerPoint, and word-processing software

Science Department Chair

Overview of Responsibilities. The Science Specialist provides instructional leadership for the science program across the Connecting Waters Charter Schools, ensuring effective implementation of the Next Generation Science Standards (NGSS). Responsibilities include teaching 6+ science classes per week, developing lesson plans and labs, facilitating lectures and hands-on learning in multiple locations (including mobile labs), and preparing students for required testing. The Specialist develops A-G science syllabi, oversees science assessments, evaluates student work, maintains records, ensures safety and proper handling of equipment and materials, and designs entrance tests for science courses. The role supports teachers with NGSS implementation, offers professional development, participates in Science Department meetings, works with EEs on instructional oversight and portfolio reviews, and represents the department at STEM festivals and school events.

Minimum Qualifications:

- Valid single subject credential in science (Life and/or Physical Science)
- Bachelor's degree (preferably with major/minor in science)
- Knowledge of NGSS
- Willingness to travel locally 3-4 days per week

Business Services Coordinator

Overview of Responsibilities. The Business Services Coordinator leads the daily operations of the Business Services Department and acts as the primary liaison with vendors, Accounts Payable, Academic Administration, and the Executive Director. Responsibilities include facilitating and supervising weekly department meetings,

prioritizing purchasing and vendor tasks, reviewing purchase orders, managing vendor vetting and agreements, updating purchasing policies and website materials, and providing training to staff on purchase order processes. The role also prepares reports for the Board, oversees curriculum and bulk order processing, maintains electronic filing systems, troubleshoots invoicing and vendor issues, coordinates with DMS for invoice processing, and ensures compliance with school procedures and charter law. The Coordinator supervises up to ten employees and represents the department in safety, cabinet, and training meetings.

Minimum Qualifications:

- Associate's degree or equivalent; or 2–4 years relevant experience
- Knowledge of database, spreadsheet, and word-processing software
- Ability to type 50 wpm
- Strong organizational, communication, and customer service skills

Central Services Coordinator

Overview of Responsibilities. The Central Services Coordinator provides cross-departmental support and leadership to ensure efficient operations across classified departments including Resource Centers, Business Services, Student Records, Special Education, and IT. Duties include coaching and mentoring departmental leads, facilitating staff meetings and trainings, maintaining confidential files, managing communications and listservs, supporting classified staff onboarding, and helping organize school promotions and graduation activities. The role also oversees safety compliance by leading safety meetings, conducting drills, updating safety plans, monitoring equipment, coordinating emergency response, and performing site inspections. Additional responsibilities include monitoring attendance, maintaining audit documentation, collaborating with team leaders, participating in cross-departmental planning, and ensuring excellent customer service for families. The Coordinator supervises 10+ employees and serves as the liaison between the Executive Director and classified staff.

Minimum Qualifications:

- Associate's degree or equivalent; or 2–4 years related experience
- Strong communication, organizational, and leadership skills
- Knowledge of database, internet, and word-processing software
- Ability to manage competing deadlines and maintain professionalism

IT Specialist

Overview of Responsibilities. The IT Specialist provides technical support across the school network, troubleshooting hardware, software, and network issues for staff and students. Responsibilities include supporting Chromebook, PC, and laptop technology; installing and configuring operating systems and software; repairing hardware and peripherals; managing VoIP phone systems; maintaining mobile device managers; and serving as Google Account Administrator. The Specialist assists with LAN/WAN network infrastructure, monitors network and cybersecurity threats, maintains inventory and records of school equipment, oversees technology needs for statewide assessments, and provides training to staff on technology tools. The role also manages IT vendors, prepares devices for student use, updates the IT webpage, and provides on-site, electronic, and phone support across school locations.

Minimum Qualifications:

- Associate's degree or equivalent; or 2-4 years of related IT experience
- Working knowledge of multiple operating systems (ChromeOS, OSx, Windows)
- Knowledge of Google Apps for Education and basic networking
- Valid CA driver's license and ability to travel between sites

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish the charter school with criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. - Education Code Section 47605(c)(5)(F)*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of CWCV:

Procedures for Background Checks

Employees and contractors (including vendors and vendor employees) of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Site Administrator of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Site Administrator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by MCS. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination Testing

Employees, employees of vendors, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

CWCV will adhere to all applicable laws pertaining to immunization records and documentation, as applicable to nonclassroom-based, independent study educational programs.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

CWCV will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. CWCV will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by CWCV.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent

or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are

present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by Education Code Section 49501.5(f), the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through

social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Site Administrator and, if there is merit to the concern, the Site Administrator shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

CWCV shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

CWCV will maintain a drug, alcohol and smoke free workplace.

Facility Safety/Orderly Environment

CWCV will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status,

denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All

employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that include protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G)

Student Recruitment and Enrollment Diversity Plan

Connecting Waters Charter School – Central Valley is committed to maintaining a student population that reflects the racial, ethnic, linguistic, and special education composition of the broader community within the territorial jurisdiction of the District. CWCV will conduct an annual review of enrollment data compared to local demographics and adjust recruitment efforts accordingly to ensure continued progress toward this goal.

Targeted Outreach Goals

CWCV’s outreach is designed to:

- Achieve a student body that is representative of the District’s racial and ethnic diversity.
- Recruit and serve a balanced proportion of English Learners (ELs), including Redesignated Fluent English Proficient (RFEP) students.
- Ensure equitable access and proactive enrollment for students with disabilities.
- Expand awareness among socioeconomically disadvantaged and underserved families who may not otherwise have access to flexible, high-quality educational options.

Recruitment and Outreach Strategies

CWCV’s recruitment plan will include, but not be limited to, the following actions:

- *Culturally and Linguistically Responsive Materials*
Develop promotional and informational materials that reflect the cultural and linguistic diversity of Modesto and surrounding communities. Materials will be translated into the primary languages spoken in the home, as identified through CDE demographic data and CWCV intake surveys. Flyers, digital media, and videos will highlight how CWCV’s flexible, individualized learning model supports diverse learners, including multilingual and special education students.

- *Community-Based Partnerships*
Collaborate with local community organizations, neighborhood associations, and faith-based groups to share information about enrollment opportunities. Key partners will include:
 - Stanislaus County Library branches (hosting information tables and calendar postings)
 - Head Start and preschool programs serving bilingual families
 - Community centers and migrant education programs
 - Local nonprofits supporting youth with disabilities or foster youth
 - Adult schools and family resource centers, where families of English Learners often seek services

- *Digital and Social Media Outreach*
Use targeted digital marketing campaigns, including Facebook, Instagram, and Google Ads, to reach families within diverse zip codes. Posts will feature student success stories and short videos that highlight CWCV's academic programs, flexible scheduling, and family engagement model.

- *Special Education and Inclusive Learning Awareness*
Partner with local SELPAs, disability advocacy groups, and therapy centers to inform families about CWCV's inclusive programs and individualized supports for students with special needs.

- *Parent Ambassador Program*
Establish a Parent Ambassador network representing diverse linguistic and cultural backgrounds. Ambassadors will attend community events, share their experiences, and assist in outreach efforts—helping new families feel welcome and informed.

- *Community Visibility and Representation*
Participate in local cultural festivals, farmer's markets, and community fairs to share information about CWCV's programs and provide on-site enrollment assistance.

Continuous Improvement and Monitoring

CWCV's Executive Director, EL Coordinator, and Enrollment Team will review recruitment data annually to assess the effectiveness of outreach activities. Adjustments will be made to outreach locations, partnerships, and communication strategies to ensure CWCV continues to expand access and representation across all student subgroups.

Family and Community Referrals

Student, parent, and teacher satisfaction remain CWCV's most effective recruitment tool. Families and educators share their positive experiences through word-of-mouth referrals and social media engagement, helping extend the school's reach to families seeking a supportive, independent study model.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

CWCV will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

CWCV shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into CWCV. CWCV will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4) this notice available to parents.

Students admitted to CWCV must understand and value the Charter School's mission and be committed to the Charter School's instructional and operational philosophy. Admission to CWCV shall be open to any resident of Stanislaus County or the adjacent counties in accordance with Education Code Section 51747.3. Prospective students and their parents will be informed regarding CWCV's instructional, operational philosophy and student policies. Independent Study through personalized learning allows for flexibility in time management and instructional methods without regular teacher supervision. Students who enroll in CWCV must be properly motivated and have adequate home supervision and support. To ensure that parents clearly understand these requirements, all prospective students will participate in an intake process consisting of an orientation meeting.

1. Completion of a student application form
2. Parent and student attendance at an intake meeting

Registration packets for students who are admitted will also gather the following:

1. Completion of student enrollment packet
2. Immunization Record
3. Proof of minimum age requirements
4. Release of records³

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether CWCV has received more applications than availability. In the event that this happens, CWCV will hold a public random drawing to determine admission, with the exception of existing students who are guaranteed admission in the following school year. All students currently enrolled in CWCV shall be exempt from the lottery. Admission preference in case of a public random drawing shall be granted in this order:

1. siblings of students admitted to or attending CWCV
2. children of currently employed teachers and staff
3. Current CWCS students wishing to transfer to CWCV

If the charter were to change these admissions procedures specifying any type of preference in the admissions procedures (other than those listed above), it must be approved by the chartering authority at a public hearing. Any preferences in the admissions procedures will be consistent with federal law, the California Constitution, and Education Code Section 200.

³ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

CWCV and Modesto City Schools agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. There is no weighted priority assigned to the preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their names on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated on CWCV's website. The lottery will be held in a public facility that is large enough to accommodate all who are interested. A disinterested party will conduct the lottery. Parents do not have to be present to participate in the lottery. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CWCV will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Students will be placed on a waitlist once all teachers have reached their caseload capacity. The lottery will be conducted prior to the last day of enrollment for the school year. Families selected through the lottery process will be called and/or notified in writing of their acceptance into CWCV. CWCV will create a timeline for accepting a spot.

ELEMENT 9: INDEPENDENT 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 Section 47605(c)(5)(l)

An annual independent financial audit of the books and records of CWCV will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The independent auditor will be experienced in charter school finance and will be on the State Controller's list of approved educational audit providers. The auditor will also hold a CPA certification. The books and records of CWCV will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director or designee will work with the auditor and ensure all timelines are met. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the CWCV Board of Directors with recommendations on how to resolve them. It will be advised by the back-office services provider.

There is money budgeted to cover the cost of the audit each year.

The Board will submit a report to MCS describing how any exceptions and deficiencies have been or will be resolved to the satisfaction of MCS, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law.

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

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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 are 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 the pupil's side of the story.

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook, and maintained in the Executive Director's office, which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians⁴ are notified in writing upon enrollment of all discipline and

⁴ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

involuntary removal policies and procedures. This notice shall state that this Policy and its Procedures are available upon request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/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 action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(g).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, or the personal property, which includes but is not limited to, electronic files and databases, of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made

in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- I. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- II. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- III. Causing a reasonable student to experience substantial interference with their academic performance.
- IV. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- I. A message, text, sound, video, or image.
- II. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the pupil was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has

or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student

organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or CWCV employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or CWCV personnel. If a student is suspended without this conference, both the parent/guardian (for students under age 18) and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with CWCV officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Site Administrator or designee shall make a reasonable effort to contact the parent/guardian of students under age 18 by email, by telephone or in person. Whenever a student under age 18 is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If CWCV officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the CWCV Board following a hearing before it or by the CWCV Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a Board member of CWCV's Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon the mailing of the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the CWCV's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CWCV to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CWCV may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CWCV or the hearing officer, who is the neutral person presiding over the hearing. The hearing officer is selected by the Administrative Panel or the Board of Directors, depending on the entity conducting the hearing, among the members of the Administrative Panel or the Board of Directors, as the person who will preside over the hearing. The hearing officer may be selected based on experience or degree of neutrality. The hearing officer is also referred to herein as the "person presiding over the hearing" or the "presiding official." Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

CWCV must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

If one or both of the support persons is also a witness, CWCV must present evidence that the witness' presence is both desired by the witness and will be helpful to CWCV. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel, or a determination by the Board, to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The decision of the Administrative Panel will be submitted to the Board immediately upon completion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CWCV.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to MCS. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

CWCV shall maintain records of all student suspensions and expulsions at CWCV. Such records shall be made available to MCS upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from CWCV as the Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CWCV shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within 5 school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

N. Rehabilitation Plans

Students who are expelled from CWCV shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to CWCV for readmission.

O. Readmission or Admission of Previously Expelled Student

The readmittance of a student after the end of the student's expulsion term or after being previously expelled from a school district or charter school is always completed after a meeting with the of the Executive Director or designee to determine whether the student has successfully completed the rehabilitation plan and whether the student poses a threat to others. The student's readmission is also contingent upon CWCV's capacity at the time the student seeks readmission or admission to the Charter School.

Students who have previously been expelled may be immediately referred to a PLT to ensure their success.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

(1) Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability of student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

(2) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

(3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

(4) Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student of the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

(5) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

(6) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

(7) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Involuntary Removal of Students with Disabilities

If, in accordance with CWCV's Independent Study Policy, the student who is subject to an evaluation as to whether remaining in independent study is in the best interest of the pupil has a Section 504 Plan or IEP, CWCV conduct a manifestation determination to evaluate whether the student's conduct is the result of:

1. The student's disability; or
2. The Charter School's failure to properly implement the student's Section 504 Plan or IEP.
 - I. If the manifestation determination finds that the student's conduct is a manifestation of the student's disability, the Charter School shall convene an IEP Meeting or Section 504 Meeting to determine whether the independent study program is in the best interest of the student and providing the student with an educational benefit or whether the student should be referred to an alternative placement and educational program that would better satisfy the student's unique needs.
 - II. The Charter School shall provide parent/guardian(s) with the applicable Procedural Safeguards.

ELEMENT 11: RETIREMENT SYSTEMS

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

Connecting Waters Charter Schools will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Certificated employees at CWCV who are eligible shall participate in the California State Teachers' Retirement System. Non-certificated employees shall participate in the Public Employees' Retirement System and federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made. CWCV will also provide health care benefits to its employees.

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 Section 47605 (c)(5)(L)*

Attendance at CWCV is entirely voluntary on the part of the students who enroll and no student may be required to attend CWCV. If a student chooses not to attend CWCV, they have the option of attending a public school in their district of residence or other educational alternatives through the district's intra and inter district transfer policies. Parents and guardians of each student enrolled in CWCV will be informed on admission forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in CWCV, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at CWCV. Persons employed by CWCV are not considered employees of the District for any purpose whatsoever. Employees of the District who choose to leave the employment of the District to work at CWCV will have no automatic rights of return to the District after employment by CWCV unless specifically granted by the District through a leave of absence or other agreement. CWCV employees shall have any right upon leaving the District to work in CWCV that the District may specify, any rights of return to employment in a school district after employment in CWCV that the District may specify, and any other rights upon leaving employment to work at CWCV that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CWCV. Employment by CWCV provides no rights of employment at any other entity, including any rights in the case of closure of CWCV.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)*

The intent of this dispute resolution process is to (1) minimize the oversight burden on the District, (2) ensure a fair and timely resolution of disputes, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of CWCV and MCS agree to resolve all disputes regarding CWCV including disputes related to provisions of the charter and including disputes between CWCV and the Board of Education of MCS pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform to the Brown Act.

Internal Disputes

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the Charter School, shall be resolved by CWCV and the Board of Directors pursuant to policies and procedures developed by the CWCV Board of Directors. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively.

The District shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of CWCV for resolution pursuant to the Charter School's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Connecting Waters Charter Schools has requested the District to intervene in the dispute.

Disputes between the Charter School and the District

In the event that CWCV and the District have disputes regarding the terms of this charter, both parties agree to follow the process outlined below. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Compliance with the dispute resolution process is not required for any dispute, controversy, or claim that MCS determines could lead to revocation of the charter in accordance with Education Code Section 47607.

In the event of a dispute between CWCV and the District, CWCV staff and Board of Directors of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent, or designee, and CWCV's Executive Director.

CWCV's Executive Director and the District Superintendent, or respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of Connecting Waters Charter Schools and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. The mediators shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and /or mediator. The costs of mediation shall be shared equally by all of the Parties.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 15: CLOSURE PROCEDURES

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

In the event that CWCV ceases operations, the following procedures will ensue:

1. The Connecting Waters Charter Schools Board of Directors shall adopt a resolution electing to close the Charter School. The resolution shall identify the reason for closure and an entity or person(s) responsible for closure-related activities.
2. The Charter School will promptly notify parents/guardians and students of CWCV, MCS, the Stanislaus County Office of Education, the Charter School's SELPA, the retirement system(s) in which CWCV's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
3. The Charter School will ensure that the notification to the parents/guardians and students of CWCV of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CWCV.
4. The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.
5. As applicable, CWCV will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. CWCV will ask MCS to store original records of CWCV students. All records of CWCV shall be transferred to the District upon CWCV's. If the District will not or cannot store the records, CWCV shall work with the County Office of Education to determine a suitable alternative location for storage.

6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
7. As soon as reasonably practical, CWCV will prepare final financial records. CWCV will also have an independent audit completed within six months after closure. CWCV will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CWCV and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CWCV.
8. CWCV will complete and file any annual reports required pursuant to Education Code Section 47604.33.
9. On closure of the Charter School, all assets of CWCV, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CWCV, remain the sole property of CWCV the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from MCS or MCS property will be promptly returned upon CWCV closure to MCS. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
10. On closure, CWCV shall remain solely responsible for all liabilities arising from the operation of CWCV.
11. As CWCV is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. CWCV will utilize the Charter School's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL CONSIDERATIONS

A. Material Revision of the Charter

This Charter may be materially revised by the written mutual agreement of the Connecting Waters Charter Schools Board of Directors and the District. Material revisions to the charter may be made only with the District's approval and shall be governed by the Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

B. Term of the Charter

The term of this charter shall be five years, commencing July 1, 2026, through June 30, 2031, and may be renewed for subsequent terms by the District Board of Education pursuant to Education Code Sections 47607 and 47607.2.

C. Revoking the Charter

The District Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

- CWCV committed a material violation of any of the conditions, standards or procedures set forth in the charter or MOU.
- CWCV failed to pursue any of the pupil outcomes identified in the charter.
- CWCV failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- CWCV violated any provision of law.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will contract with a reputable back-office provider chosen by the Board of Directors. The provider will perform Fiscal Services, Payroll Services/Risk Management, Purchasing, and Compliance/Reporting.

Details of any business or administrative services, costs, and funding between the District and CWCV shall be detailed, as necessary, in a separate MOU.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

CWCV shall be located within the boundaries of the District. CWCV will consider operating resource centers to serve students enrolled in its nonclassroom-based independent study program. CWCV will comply with all laws related to the location of learning centers as applicable to charter schools. CWCV will operate from the following facility:

2300 E. Briggsmore Ave.
Modesto, CA 95355

Budget and Finance Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(h).

Attached as an appendix please find the following documents:

- A budget for the next three years of operation
- Three Year Cash Flow
- Budget/Revenue Assumptions.

These documents are based upon the best data available to the petitioners at this time.

CWCV shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, a local control and accountability plan and an annual update required pursuant to Education Code Section 47606.5
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CWCV's annual, independent financial audit report for the preceding fiscal year shall be delivered to District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report from the full prior year. The report submitted to the District shall include an annual statement of all CWCV's receipts and expenditures for the preceding fiscal year.

The Charter School's contracted business back office services provider shall provide a monthly report of CWCV's current and projected financial viability to CWCV's Board of

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Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

The Charter School shall provide reporting to MCS as required by law and as requested by the MCS including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

CWCV shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District’s insurers. The District Board of Education shall be named as an additional insured on all policies of CWCV.

Civil Liability Impact

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. (Education Code Section 47605(h)).

CWCV shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of CWCV or for claims arising from the performance of acts, errors or omissions by CWCV if the authority has complied with all oversight responsibilities required by law. CWCV shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of CWCV.

Further, CWCV and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of CWCV under this charter.

The corporate bylaws of CWCV shall provide for indemnification of CWCV's Board, officers, agents, and employees, and CWCV will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The CWCV Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Modesto City Schools will be fulfilling the intent of the Charter Schools Act of 1992 to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low- achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning programs.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively, with MCS to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with MCS to answer any concerns over this document and to present MCS with the strongest possible proposal for approval. CWCV shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2026, through June 30, 2031. The standards and criteria in Education Code Sections 47605, 47607, and 47607.2 and their implementing regulations shall govern renewal of the charter.

Appendices

- [Articles of Incorporation](#)
- [Bylaws](#)

- [Conflict of Interest Code](#)
- [Budget & Financials](#)

Coversheet

Approval of the Connecting Waters Charter Schools' California Employee Residency and Relocation Policy

Section: V. Items Scheduled for Consideration and/or Action
Item: D. Approval of the Connecting Waters Charter Schools' California Employee Residency and Relocation Policy
Purpose: Vote
Submitted by:
Related Material: Out of state employment (3).pdf

BACKGROUND:

The purpose of this policy is to establish clear expectations for employees residing and working in California who are considering relocation to another state.



12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext.6
Fax: (209) 874-9531
Main office address

Connecting Waters Charter Schools California Employee Residency and Relocation Policy

Effective Date: July 1, 2026

Approved By: Executive Director and the CWCS Board

Applies To: All California-based Employees

1. Purpose

The purpose of this policy is to establish clear expectations for employees residing and working in California who are considering relocation to another state. Due to the legal, tax, and operational complexities involved in employing individuals outside of California, Connecting Waters Charter Schools has determined that it will not support continued employment for employees who voluntarily choose to relocate their permanent residence outside of California.

2. Policy Statement

Effective July 1, 2026, employees who voluntarily choose to relocate their primary residence outside the state of California will no longer be eligible to continue their employment with Connecting Waters Charter Schools.

3. Scope

This policy applies to all California-based employees, including full-time, part-time, exempt, and nonexempt employees, whether they work onsite, hybrid, or fully remote.

This policy does **not** apply to:

- Temporary out-of-state stays (e.g., travel, short-term family obligations) lasting **less than 30 consecutive days**;
 - Employees who are relocated outside of California at the request of the School;
 - Independent contractors, unless otherwise specified in their contract;
 - Employees residing in other states already approved and supported by the School (Arizona, Idaho, Illinois, Montana, New York, South Carolina, Tennessee, Washington, Wyoming) may continue their employment, with the understanding that those states will phase out when the current employees separate from CWCS.
-

4. Guidelines and Procedures

- **Advance Notice Required:** Employees intending to relocate outside California must notify Human Resources in writing at least **30 days prior** to the planned move.
 - **Voluntary Separation:** If relocation is confirmed and no School-approved arrangement is in place, the employee's departure will be treated as a **voluntary resignation**.
 - **Final Pay & Benefits:** Upon voluntary separation, final wages will be provided in accordance with California Labor Code § 202, and benefits will be administered per the School's offboarding procedures.
 - **Return of School Property:** Any School equipment or materials must be returned, unless otherwise agreed upon in writing.
-

5. Legal Considerations

California is an **at-will employment** state. This policy does not change the at-will nature of employment, and either the employee or Connecting Waters Charter Schools may end the employment relationship at any time, with or without cause or notice, subject to applicable law.

This policy is intended to maintain compliance with labor laws, tax regulations, and insurance requirements. Maintaining employment across multiple states imposes significant compliance burdens, which this policy seeks to minimize.

6. Exceptions

Any exception to this policy must be approved in writing by the **board** and may require legal review. Exceptions will be rare and based on business necessity. Any employees wanting to state their case for remaining with CWCS while living out of state may make their case in writing and verbally to the board.

7. Acknowledgment

All California-based employees are required to sign an acknowledgment confirming they have read and understood this policy.

Employee Acknowledgment

I acknowledge that I have received, read, and understood Connecting Waters Charter Schools' California Employee Residency and Relocation Policy. I understand that if I choose to relocate outside the state of California without prior Board approval, my employment may be considered voluntarily resigned.

Employee Name: _____

Signature: _____

Date: _____

Coversheet

Discussion and Approval on Board Standing Committees

Section: V. Items Scheduled for Consideration and/or Action
Item: E. Discussion and Approval on Board Standing Committees
Purpose: Vote
Submitted by: Board Chair

BACKGROUND:

The Board Chair and Co-Chair would like to present to the Board the option to create a Board Committee to focus on Governance Items that require more in depth study and time to help alleviate time in the general meeting

Coversheet

Discussion and Approval of updates to the Meeting Agenda template

Section: V. Items Scheduled for Consideration and/or Action
Item: F. Discussion and Approval of updates to the Meeting Agenda template
Purpose: Vote
Submitted by: Erika Melton
Related Material: Proposed Updates for CWCS Board Meeting Agenda Template.pdf

RECOMMENDATION:

Add two line items to our existing agenda to (1) review the status of open action items from previous meetings and (2) review the newly created action items from the current meeting. This is to ensure that any agreed upon action items do not fall by the wayside.

CWCS Board Meeting Agenda Template

- I. Opening Items
 - A. Call the Meeting to Order
 - B. Roll Call
 - C. Approval of the [DATE], Board of Directors Agenda
 - D. Pledge of Allegiance
 - E. Review of Action Items from Previous Meeting(s)
 - F. Hearing of the Public on Non-Agenda Items
 - G. Hearing of the Public on Agenda Items

- II. Administrative Reports

- III. Directors' Reports
 - A. Executive Director's Report
 - B. Deputy Executive Director Spotlight

- IV. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

 - A. Approval of Minutes - [DATE], Regular Meeting
 - B. [Consent Items listed here]
 - C. Approval of Items on the Consent Agenda

- V. Items Scheduled for Consideration and/or Action

- VI. Items scheduled for Information & Discussion

- VII. Hearing of the Public on Closed Session Items

- VIII. Closed Session

- IX. Report on Closed Session Actions

- X. Return to Open Session

- XI. Closing Items
 - A. Review of New Action Items
 - B. Adjourn Meeting

Coversheet

Discussion of the Back Office Provider Proposals

Section: VI. Items scheduled for Information & Discussion
Item: A. Discussion of the Back Office Provider Proposals
Purpose: Discuss
Submitted by: Administration

BACKGROUND:

Continued Discussion of the Back Office Provider Proposals

Coversheet

First Read: Board of Director Meeting Dates for 2026-2027

Section: VI. Items scheduled for Information & Discussion
Item: B. First Read: Board of Director Meeting Dates for 2026-2027
Purpose: FYI
Submitted by: Administration

BACKGROUND:

Proposed Meeting Dates for 2026-2027 School Year

Coversheet

Board Remarks

Section: VI. Items scheduled for Information & Discussion
Item: C. Board Remarks
Purpose:
Submitted by:

BACKGROUND:

This is the portion of the meeting where Board Members may share on school events, conferences, or school related meetings that they have participated in.