



## Capital College & Career Academy

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February 25, 2022

Mr. David W. Gordon  
County Superintendent  
Sacramento County Office of Education  
PO Box 269003  
Sacramento, CA 95826

Dear Superintendent Gordon:

On behalf of the Board of Directors of Capital College & Career Academy (CCCA), I respectfully submit the attached charter petition to the Sacramento County Office of Education (SCOE).

Capital College & Career Academy plans to begin serving high school students from across Sacramento County in August 2023. Our approach to growth is thoughtful and measured; we will launch with an initial cohort of 9<sup>th</sup> graders and grow with our students to serve grades 9-12 by 2026-2027 operating satellite learning centers strategically placed throughout the county.

The research-based educational model described in the attached petition will prepare all students for success in college. Unique to CCCA is our intense focus and partnership with the construction industry; all students will be prepared to immediately enter the construction industry upon graduation. Students will earn industry-recognized technical certifications and have extensive practical experience in the job setting of their choice.

The innovative model proposed by CCCA includes instruction in a traditional classroom setting but also provides for student learning to occur at various learning centers proximate to industry partners across the county. Following extensive consultation with SCOE staff and legal counsel, we have determined that CCCA's college- and career-focused model would only be viable and legal if the school was approved as a countywide benefit charter school.

The primary facility will be located at 501 Arden Way, Sacramento, CA, 95815. This location is in the highest needs area of the entire county based on annual median income and student learning outcomes.

I, Kevin Dobson, have been designated by the Board of Directors of Capital College & Career Academy as lead petitioner and authorized to submit the attached charter petition for consideration.

On behalf of the entire CCCA team, I would like to extend my sincere appreciation to you and your team for generously contributing both time and feedback throughout the development of this petition. Please do not hesitate to reach out with any clarifying questions or feedback you have about CCCA and/or the petition. Thank you for your time and consideration of this petition.

Sincerely,

*Kevin Dobson*

Kevin Dobson

(916)917-0574

[kdobson@capcca.org](mailto:kdobson@capcca.org)

Founder & Executive Director

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**Charter School Petition**

**Requested Term: July 1, 2023 – June 30, 2028**

**Respectfully submitted to:**

**Sacramento County Board of Education**

**February 25, 2022**

**Reviewed by the California Charter Schools Association, Young, Minney & Corr LLP, and Charter Impact**

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## Affirmations and Declaration

As the authorized lead petitioner, I, Kevin Dobson, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named Capital College & Career Academy (CCCA or the Charter School), submitted to the Sacramento County Board of Education (SCBOE or County Board) with oversight by the Sacramento County Office of Education (SCOE or the County Office) (hereinafter, collectively, the County), and to be located within the County of Sacramento is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that, if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605.6(d)(1)]
2. The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Capital College & Career Academy for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605.6(b)(6)]
3. The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
5. The Charter School shall admit all students who wish to attend Capital College & Career Academy, unless the Charter School 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 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or their parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(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 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990, and the Individuals With Disabilities Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall ensure teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate require for the teacher's certificated assignment. [Ref. Education Code Sections 47605.6(l) and 47605.4(a)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
13. 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 47605.6(n)]
14. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
15. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)]
16. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6 and 47605.1]
17. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

18. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the Every Student Succeeds Act (ESSA).
19. The Charter School shall comply with the Public Records Act.
20. The Charter School shall comply with the Family Educational Rights and Privacy Act.
21. The Charter School shall comply with the Ralph M. Brown Act.
22. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
23. The Charter School shall comply with the Political Reform Act.
24. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
25. The Charter School will comply with the reporting and plan development guidelines regarding the Local Control and Accountability Plan. [Ref. Education Code Section 47605.6]

  
Kevin Dobson, Lead Petitioner

2/25/2022  
Date



## Introduction: The Need for Capital College & Career Academy

Capital College & Career Academy (CCCA) proposes to be a science, technology, engineering, arts, and mathematics (STEAM)-focused, early college, countywide benefit public charter high school. CCCA has an innovative school model that directly addresses the misalignment between K-12 and postsecondary options that has left far too many young people unprepared for life after high school. This model will allow student learning to extend far beyond the walls of the traditional classroom. Student learning will focus heavily on authentic, real-world learning opportunities. The school will serve Sacramento County students in Grades 9 through 12 with the option to return for a “plus one” year of support.

CCCA is driven by one key tenet: Students should not have to choose between college or a career. High school should be a time where students explore their interests and passions while also acquiring skills that can prepare them for the world ahead. Our mission at CCCA is to prepare tomorrow’s workforce today by empowering young people to be critical thinkers who are truly college and career ready by engaging in a one-of-a-kind career technical education.

One must come to terms with the realities of our current educational system. Statewide, college attainment rates remain abysmal. According to a recent report by the Public Policy Institute, only about 30% of California’s current ninth graders are expected to earn a bachelor’s degree.<sup>1</sup> The study also indicated a large portion of students fall off track during their last 2 years of high school or their first 2 years of college. In addition, the cost of attaining a college degree continues to rise. A recent report by the California Budget and Policy Center found tuition and fees at the University of California increased sixfold between 1979 and 2019, even after controlling for inflation. Tuition and fees required to attend a California State University increased 1,360% during the same period.<sup>2</sup> Despite these disheartening statistics, research still indicates workers with higher levels of education are outpacing their peers in terms of lifetime earnings.

The failure of our educational system to innovate at the same pace as other sectors of the economy has resulted in an unprepared workforce and unfilled jobs leading to high rates of poverty throughout California. High-paying careers that do not require a 4-year degree, such as those in fields like information technology, the medical system, and building trades often go unfilled because the current system of K–14 education has yet to adjust to the current needs of the workforce. In the report, *Project on Poverty and Inequality in California: Final Report*, the Cato Institute noted the following:

Access to a quality education is vital to escaping poverty. Yet despite spending \$12,500 per student, California’s public schools underperform compared to nationwide averages—and particularly fail low-income communities. The type of innovation necessary to transform California’s education system is unlikely to occur in a system dominated by a government-run monopoly. At the same time, it is unfair to keep low-income and minority students trapped in schools that fail to meet their needs. Schools should exist to serve the needs of children and their parents, not the schools themselves, the teachers, or the school

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1 Gao, N., & Johnson, H. (2017). *Improving college pathways in California*. Public Policy Institute of California.

2 Rose, A. (2019). *The cost of college, then and now*. California Budget and Policy Center.

system. California schools should be opened to greater competition, parental control, and choice. (p. 12)

Sacramento County reflects these statewide trends; traditional schooling options continue to fail low-income communities. Economically disadvantaged students score lower than their peers on standardized assessments, including the SBAC and ACT, are less likely to graduate and be prepared for admission to a UC/CSU, and are more likely to drop out of high school. This disproportionality is evident in all locations CCCA proposes to have a presence. The Cato Institute's report recommended several education and workforce development reforms to reduce poverty in California: increase school choice in low-income communities and increase the emphasis on vocational and technical education while making greater use of apprenticeships. Each of these reforms is embodied in CCCA.

Another growing problem in California is a shortage of skilled workers in construction-related trades. According to a recent report by California Department of Housing and Community Development, the state will need to build 180,000 homes per year through 2025 to match projected population and household growth. The report highlighted the significant gap between the 180,000 home target and current rates of production, noting fewer than 80,000 units have been produced annually over the past 10 years.<sup>3</sup> Moreover, the *Los Angeles Times* indicated the current deficit of needed housing in the state is "about 3.5 million units, with little hope of closing the gap soon."<sup>4</sup> Although the incentive to build homes currently exists, the reality of the situation demonstrates an ever-growing labor shortage only exasperates this situation. The National Association of Home Builders (NAHB) reported 69% of its members were experiencing delays in completing projects due to a shortage of qualified workers, and other jobs were lost altogether. A recent report by the National Center for Construction Education and Research (NCCER) highlighted just how critical this shortage is, noting 1.4 million craft professionals will be needed nationally by 2022 to meet demand. As a response to this shortage, Forbes pointed out companies across the construction industry have been forced to get innovative in finding new hires.

CCCA's founding team has developed a robust educational model to directly address these public policy issues through the provision of high-quality education to students from across the county. The early college high school model has been used to address many of these problems. These school models have been proven to encourage rigor as students see a tangible path to college, as college courses and high expectations are integrated directly into the curriculum and students' daily routines. Research further has indicated students more successfully transition to college with a 5-year model. In addition, access to low-cost or free college credits in high school ensures greater access for underrepresented populations.

### **Curriculum That Addresses the Need**

Early college high schools, such as CCCA, are a direct response to the cost of a 4-year college degree increasing at inflationary rates and the recurring trend that of the 60% of high school graduates who enroll in a 4-year degree program, only approximately half of them finish. This

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3 California Department of Housing and Community Development. (2018). *California's housing future: Challenges and opportunities*.

4 Hiltzik, M. (2019). To fight the housing shortage, California is right to come down hard on Huntington Beach. *Los Angeles Times*.

means roughly 30% of high school graduates earn a bachelor's degree.<sup>5</sup> Dual enrollment, layered with robust CTE courses, is proven to address many of the systemic challenges facing high-poverty communities. As the Thomas B. Fordham Institute pointed out, students with greater exposure to CTE are more likely to graduate, enroll in a 2-year college, be employed, and have higher wages. Furthermore, these students are just as likely to pursue a 4-year degree as their peers. In addition, students who “concentrate” their CTE coursework are more likely to graduate high school by 21 percentage points compared to otherwise similar students—a truly staggering number. Concentration has positive links with the other outcomes as well. Moreover, results of this study suggested CTE provides the greatest boost to the kids who may need it most—boys and students from low-income families.<sup>6</sup> CCCA has chosen this model in this high-need community to provide a proof of concept before replicating the model in other high-need communities throughout Sacramento County. CCCA seeks to be the educational choice for high school students who are looking for a high school experience that addresses the high price of college and truly prepares them for a career.

The Charter School will provide all students with a curriculum centered on linked learning and authentic project-based learning experiences. The program will be situated in Sacramento, California and seeks to be an integral part of the education landscape, sought out by students and families for the tangible certifications and college credit students will obtain during their tenure at CCCA.

The idea of youth apprenticeships is not new and, in fact, has been implemented in a robust manner in states such as Wisconsin, Massachusetts, and Illinois, as far back as the early 90s. According to the National Center for Vocational Education Research, “businesses that invested in apprenticeship training saw an average benefit of \$1.47” for each dollar invested in training. During their time at CCCA, students will have pre-apprenticeship opportunities and earn numerous trade certifications. These include OSHA 10 certification, a nationally recognized workplace safety training, certifications in CPR and first aid, certifications from NCCER, and practical work experience in the field of their choice. These industry recognized credentials overlap with college credit and an integrated high school curriculum. Students will also be eligible for certifications in green energy and general construction. CCCA will offer students in Sacramento a one-of-a-kind educational experience that combines rigorous, research-based academics with practical and authentic community connections to address an immediate need for both students and industry in the community. All students at CCCA will graduate with the skills necessary to be successful in the 21st century.

Upon graduation, certifications and trade-specific credentials will allow students to reduce the required time they must spend in future apprenticeships, thus saving graduates money and increasing their earning potential. Although all students will receive foundational skills across the construction trades, students will be able to exercise choice before committing to a business partner for their junior and senior years. Similar construction-focused schools, with whom CCCA’s

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5 Education Data Initiative. (2021, December 3). *College graduation statistics [2021]: Total graduates per year*. <https://educationdata.org/number-of-college-graduates>

6 Dougherty, S. M. (2016). *Career and technical education in high school: Does it improve student outcomes?* Thomas B. Fordham Institute.

founding team consulted during visits, provided data indicating a significant number of students, upon graduating, used their work experience and certifications to secure well-paying, full-time careers directly after graduation.

CCCA will provide all students with a rigorous high school academic program, including A- to G-approved courses and an A- to G-aligned sequence of courses, to prepare students for enrollment at the University of California or California State University systems. The rigor of the A-G coursework may be a challenge for some students, particularly students new to CCCA. Initial identification and intervention for students struggling academically will be facilitated by CCCA's intentionally low student-to-teacher ratio and our advisory program, guided by dedicated advisors who will serve students throughout their high school experience. Students with exceptionalities will receive individualized support as necessary and as indicated by their individualized education program (IEP) to engage effectively with their coursework; English learners (ELs) will similarly be provided with meaningful and equitable access to CCCA's coursework and the individualized support necessary for them to be successful. Our research indicates a high school diploma simply does not provide the same access to opportunities as it may have in the past. CCCA will expand upon programs offered by some local high schools by providing students with both access and individualized support as necessary for students to successfully earn higher education credit while enrolled in high school.

#### **How Is CCCA Different: Educationally**

Although large, comprehensive high schools occasionally offer limited internship opportunities to select students, CCCA's pre-apprenticeship work experiences are fundamental components of the educational experience for every student. Offsite learning opportunities provided by CCCA's partners in industry and community are far more immersive and relevant to future career pathways than traditional high school "internships." Focused initially on several distinct pathways in the construction industry, CCCA's fieldwork and internship program will equip students with both the knowledge and practical skills necessary for success after graduation. The model will address two critical areas of need while providing students real-world learning and college credit. Students at CCCA will be college accelerated and career prepared.

#### **How Is CCCA Different: Industry and Community Partnerships**

An initial employer interest form, which can be provided to SCOE staff and board members upon request, has indicated potential placement options for over 50% of our initial class of 1st-year students. This is noteworthy, given that we are still 2 years away from students' first internship opportunities. Partnerships with various trade unions also pave the way to additional collaboration with industry partners. With current progress, CCCA anticipates having commitments for placement of all students by early spring of 2022. Board members and their corresponding organizations already have provided assurances that there would be placement opportunities for all students at CCCA. Layered on top of this is a developing partnership between ACE Mentor Program of America and CCCA. This nationwide organization is already running programs at C. K. McClatchy High School. ACE is a free program that pairs and places students with industry internships. Additionally, ACE covers insurance costs and takes the role of a human resource department, coordinating W-9s and other essential employment paperwork for their industry partners who host students at their job sites. SCOE staff will continue to be provided with updates through the pre-opening process.

## Why CCCA Must Be a Countywide Benefit Charter

The Charter Schools Act and SCOE’s Administrative Rules and Regulations allow for the authorization of countywide benefit charter schools only if the following conditions are met:

1. The educational services offered are services to a pupil population that will benefit from those services.
2. The pupils proposed to be served cannot be served as well by a charter school that operates in only one school district in the county.
3. The charter school has a reasonable justification for why it could not be established by a petition to a school district pursuant to Education Code Section 47605.

The petition describes in detail how CCCA satisfies each of these conditions and fills an unmet need for some of our most needy students in Sacramento County. The petition leaves little room for doubt that the targeted student population will benefit from the education provided by CCCA; the educational model described in the petition is academically rigorous, backed by current research, as well as informed by the practical experience of experts with advanced degrees and decades of experience in their respective subject areas.

CCCA’s qualifications for the second and third requirements for countywide status are a product of recent changes to the Charter Schools Act brought about by AB1505. The countywide benefit charter type is the only pathway through which CCCA would legally be able to offer the unique educational program described in the charter. During the initial planning stages, the founding team anticipated that the petition would be submitted directly to a local school district; the decision to apply for a countywide benefit was made only after an exhaustive analysis of all possible local district authorization options. CCCA’s Board agreed to pursue countywide authorization only after determining that new prohibitions in the Education Code would require CCCA to fundamentally alter the innovative model proposed in the petition to conform to district authorization regulations or suffer devastating fiscal impacts. These prohibitions, described in more detail in the table below, are primarily related to the location of charter schools. Additionally, CCCA would not substantially undermine existing services, academic offerings, or programmatic offerings currently provided at the Sacramento County Office of Education.

CCCA Petition Approval Pathways			
Petition Submission Pathway	Eligible for approval?	Why or Why Not?	Possible Pathway?
Submit Petition to Local School District	No	<ol style="list-style-type: none"> <li>1. CCCA’s unique &amp; innovative focus on authentic learning experiences in the workplace would be restricted only to partners located within close proximity to the school.               <ol style="list-style-type: none"> <li>1. Current law prohibits facilities outside of the authorizing school district’s geographic boundaries.</li> <li>2. Industry partners are not bound by district boundaries. Without strategically located schoolsites across Sacramento, CCCA’s internship program would be severely restricted.</li> </ol> </li> </ol>	No

		<ol style="list-style-type: none"> <li>3. Internships would only be offered to a few students, rather than a graduation requirement.</li> <li>2. CCCA’s mission is to prepare <u>college- AND career-ready students</u> <ol style="list-style-type: none"> <li>1. District authorization would force students to decide between the two options to generate full ADA and ensure adequate funding for the school.</li> </ol> </li> </ol>	
Appeal to County (following district denial)	No	<ol style="list-style-type: none"> <li>1. The prohibitions on facility location of locally authorized charter schools that exclude CCCA apply to charters authorized on appeal by a county board of education.</li> </ol>	<b>No</b>
Revise Petition & Submit to Local District (Non-Classroom Based)	No	<ol style="list-style-type: none"> <li>2. Elements of CCCA’s petition could be revised to reflect a nonclassroom-based charter school.</li> <li>3. There is currently a statewide moratorium on new nonclassroom-based charter schools.</li> </ol>	<b>No</b>
Submit Petition to State Board of Education (Statewide Benefit)	No	<ol style="list-style-type: none"> <li>4. The law no longer allows for statewide benefit charter schools.</li> </ol>	<b>No</b>
Submit Petition to County Board of Education (Countywide Benefit)	Yes	<ol style="list-style-type: none"> <li>5. Currently, designation as a countywide benefit charter is the only legal pathway through which CCCA would be able to implement the educational program described in the charter.</li> </ol>	<b>Yes</b>

During a typical week at CCCA, students will attend classes at the central school facility and at satellite learning centers (or “learning centers”), which are school sites at which supplemental classroom-based support and instruction occurs, located near our industry partners in several locations across Sacramento County. These locations will be staffed with a teacher teaching the elective course offered at the site and a roving teacher who will help oversee student internship progress. Students meanwhile will either start the day on campus or at an internship before rotating in the afternoon. Transportation to and from these internships is provided by CCCA and factored into the attached budget.

To meet instructional minutes requirements to qualify for classroom-based apportionment, CCCA must designate the satellite campuses as school sites. Recent changes to the Charter Schools Act brought by AB 1505 (2019), strictly prohibit charter schools authorized by a school district from operating school sites outside of the geographic boundaries of that district. This prohibition also applies to county-authorized charters approved upon appeal from a district. The prohibition on any new non-classroom-based charter schools in California further restricts the options available for authorization. The countywide benefit model is the only legal pathway through which CCCA can provide learning opportunities at both a traditional main campus and at satellite locations closer to worksites, college classes, and students’ residences.

CCCA’s hub-and-spoke model, as described in the following day in the life video (<https://vimeo.com/662397863/9b3f8b75fc>), is integral to the success of our students and the Charter School; it is the most efficient structure, in terms of both time and money, by which to facilitate the robust internship opportunities taking place county wide. Student internships, central to CCCA’s real-world learning experiences, would be significantly limited in both breadth and depth, as transit times between field experiences and places of learning would lead to significant learning loss. While the loss of instructional time would be devastating for students, the impact to CCCA would also be detrimental; CCCA’s experienced back office provider estimates that the

loss of instructional minutes would reduce funding by over \$100,000 in year 1 and more than \$500,000 annually at full capacity. A hypothetical representation of this fiscal impact is shown in Appendix F.

CCCA has secured preliminary invitations to host learning centers from prospective host locations strategically placed throughout the city; these letters of support may be found in Appendix A. All invitations are conditional upon approval of the charter petition. In response to concerns raised by SCOE trustees and staff, CCCA and the prospective initial host/partner, in coordination with legal counsel, have developed a formal lease agreement for CCCA's first learning center location. The preliminary letters of support and the lease agreement may be found in Appendix A.

The countywide benefit model is also essential for the success of our dual enrollment program. The College and Career Access Pathways Program (CCAP), per Education Code 76004, allows flexibility regarding instructional minute requirements and ADA for charter schools offering a dual enrollment program with a community college. Specifically, CCAP allows participating students the flexibility to attend the school site for 50% of the required instructional minutes while still allowing the school to claim classroom-based ADA for those students. Without this flexibility, students would be required to attend the school site for 80% of the required instructional minutes. CCCA is committed to providing differentiated pathways for both college and career for all learners. CCCA is committed to supporting the diversity of student needs; therefore, the team acknowledges not all students would participate in the College and Career Access Pathways Program. This could be caused by a desire to participate in more robust internships or the desire to take advanced education courses at a local college campus during the school day. The daily schedule was designed intentionally to offer this flexibility. Unfortunately, due to the restrictions of AB 1505, the current educational model would be impossible financially for CCCA to implement if chartered through a single district.

The educational program and experiences provided by CCCA are highly specialized; the unique model may not be attractive to all students. The ability to enroll students from across the county will support recruitment efforts and help ensure CCCA remains financially sound while also ensuring the most in-need communities are being served. The team believes broadening our recruitment efforts across the county will reduce the financial impact on any one district; CCCA would like to be considered a partner to local districts, working together to ensure broad representation and equal access. A similar school that has helped to inform the development of CCCA's model, Career Technical Education Charter High School (CTEC), is also operating as a single-site, countywide benefit through the Fresno County Office of Education. The school, which is in Year 4 of operation, serves over 150 students and has dual enrollment pathways for students.

### **Addressing the Need: Intentionality of Initial Location**

CCCA plans to locate our initial primary school facility in North Sacramento, near its dual enrollment partner, American River College, placing the school on either the northernmost part of Sacramento City Unified or the southernmost part of Twin Rivers Unified School District. In addition to the many benefits proximity to the community college offer, the team prioritized this location because of its access to regional transit. Access to transportation options is critical to CCCA's efforts to serve students from across the county. In addition, transportation is a critical component of our engagement with industry partners; reliable and safe transportation options are

necessary for students traveling to industry partner worksites for on-the-job training. Because of the prospective location of the school, we have identified Sacramento proper as our priority for enrollment. Support from the local community has been exceptionally strong for the proposed charter school; regional partners, community organizations, and neighborhood associations have provided letters of support for CCCA that may be found in Appendix B.

CCCA's innovative educational model has been refined following extensive engagement with our local community and multiple construction trade organizations. The school has sought opportunities to engage the construction community by working with regional advocacy organizations, including the Sacramento Regional Builders Exchange, Associated General Contractors of California, various union apprenticeships, and Associated Builders and Contractors NorCal. The letters in Appendix B demonstrate the support of these organizations and a variety of other industry partners. In terms of community outreach, CCCA has hosted community focus groups with both parents and prospective students. The school has also met with the leadership of various youth organizations, including the Girl Scouts Heart of Central California and Grant Little League. Moreover, the team has met with various cultural groups, including leaders within the Sacramento Hmong community and leaders from the Wat Phosiesattanak Lao Temple. These conversations have helped solidify the school concept while ensuring the needs of the community it will serve remain top of mind.

Building from the outreach completed by the Charter School, the initial board of directors was composed to represent the diverse needs of the community. CCCA has developed a school governance board in accordance with state and federal law, has established a diverse leadership team, and has continued to build on its regional outreach efforts. The governance board consists of members from the local community, educators, and businesspeople who all have helped the school develop a larger footprint within the community. The board will continue to provide support, oversight, and fiduciary responsibility. The Charter School has filed and received determination from the IRS to operate as a tax-exempt 501(c)(3) corporation, and through this has sought out multiple opportunities to fundraise to further implement the vision and mission of the school. Appendix C includes biographies and resumes of CCCA's Board of Directors.

### **Support Providers**

In addition to a strong founding team, CCCA is supported by a network of consultants who believe in our mission and vision. Charter Impact provides an extensive range of back-office support and fiscal management. CCCA receives legal services from a firm specializing in charter school law, Young, Minney & Corr LLP. The California Charter Schools Association (CCSA) also provides CCCA with essential information, networking, and advocacy resources. CCCA has also recruited Ryan Orn with Capital Rivers Commercial (commercial realtor) to coordinate identification of potential facilities in North Sacramento. More information on CCCA's partners, including their qualifications, may be found in Appendix D. The team also worked with The Learning Collective (TLC) (<https://thelearningcollective.net>), which provided two independent third-party reviews of the charter petition. Their findings are available upon request but were instrumental in the development of this petition. TLC was chosen due to their robust authorizing experience. Over the past 18 years, TLC has assessed over 250 current and 100 proposed charter schools nationally (California, Colorado, Illinois, Indiana, Michigan, Minnesota, Nevada, New Jersey, New York, and Washington). Their CEO, Adam Aberman, has led teams of reviewers of charter school



applications, submitting the finalized application reviews to boards of education. Recently, Adam worked with the Tennessee State Board of Education to lead its strategic planning and goal-setting process and is currently leading the Orleans Parish School Board's third-party new charter petition evaluation process. Adam has also worked with the National Association of Charter School Authorizers (NACSA) and other organizations on evaluation and strategic planning projects regarding Florida, Idaho, Minnesota, New York, Oklahoma, and Ohio authorizers. Other TLC clients have included Alliance College-Ready Public Schools, Chicago Public Schools, College Board, Inglewood Unified School District, KIPP, Tiger Woods Foundation, and the University of California, Los Angeles.

## Element 1 – Educational Program

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”* [Education Code Section 47605.6(b)(5)(A)(i)]

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”* [Education Code Section 47605.6(b)(5)(A)(ii)]

*“If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools.”* [Education Code Section 47605.6(b)(5)(A)(iii)]

*“If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.”* [Education Code Section 47605.6(b)(5)(A)(iv)]

### **Mission**

The mission of CCCA is: “All students will be enrolled in a postsecondary institution or employed within 6 months of graduation.”

### **Vision**

Our vision is to create an educational environment where students are college accelerated and job prepared. Students will transition into adulthood with the skills and experiences required to make a living wage. The curriculum at CCCA will provide a life-changing opportunity for students who, upon graduation, will have the real-world experience and tangible skills that will allow them to succeed not just today but for years down the road.

### **Community Need (Community of Learners)**

Our educational system must confront and address the escalating cost of a college education and the lack of career readiness in high school graduates. As income inequality continues to increase, the gap between rich and poor Californians is further exacerbated by differing rates of educational attainment. Access to a high-quality education remains the answer for young people and families who are looking to break the cycle of poverty and lack of opportunity. Despite the efforts of many educators in the traditional public school system, this ladder to advancement and opportunity is simply not working for many students who need it the most. “Good schools in good

neighborhoods” continue to serve those families and those neighborhoods, but families in neighborhoods lacking the same level of resources want the same outcomes as families in more affluent neighborhoods. All families and children deserve a quality school regardless of zip code. According to the Cato Institute, in the report *Project on Poverty and Inequality in California*, “In 2019, before the pandemic, almost 7 million Californians lived below the poverty level, according to the U.S. Census Bureau’s Supplemental Poverty Measure. That is roughly 17.2 percent of the state’s population. This gave California the highest poverty rate in the nation, considerably higher than states such as Louisiana and Mississippi.” Education, once recognized as a great equalizer and ladder to the middle class, is becoming increasingly stratified, further dividing affluent families from those the system has let down. CCCA seeks to reverse this trend by providing a clear pathway to college, complete with opportunities to earn college credits while in high school, focused on career paths that lead to high-wage careers.

After careful analysis of potential school locations and community needs, the founding team identified North Sacramento as the initial main campus location. With the help of our commercial realtor, the team identified a facility located directly across from a major regional transit stop (see Appendix E). CCCA comes before SCOE with a facility in escrow and funding in place to secure the purchase and build out of the building, pending charter approval. This location is near regional transit, allowing students direct access to the American River College campus, Sacramento State, and local construction companies. Because we are setting out to have a strong dual enrollment partnership, we recognize the importance of our college partners in this endeavor and the impact of taking classes directly on a college campus. We have had ongoing discussions with both Sacramento State and American River College about the possibility of students spending most or all their block days on their respective campuses.

At the request of SCOE staff and board members CCCA’s initial main campus facility will be physically located in North Sacramento, but the Charter School will serve students from across the county. This single initial location and single satellite learning center allow for the team to start small and provide a proof of concept prior to the future expansions articulated later in the petition. As noted below in the countywide benefit rationale even with this single initial location CCCA can only operate if chartered through the Sacramento County Office of Education. At the time of petition submission, over 300 students have completed our student interest form; every major district in the county is represented, demonstrating a commitment to travel because of the school’s unique programmatic offerings.

The proposed school facility is located in an ideal location for the launch of a new high school option. The surrounding zip code is among the lowest in the county for educational attainment rates; unemployment rates are among the highest in the county. At the two closest comprehensive high schools, data demonstrate how this disproportionality exists within the confines of a school. Grant Union High School is the closest high school to the proposed location; nearly 84% of tested students did not meet state math standards. Fifty-two percent of students did not meet the state standards in English language arts (ELA). At Encina High School, which is just east of the proposed location, the statistics were even worse, with 86% of tested students not meeting state math standards, and 76% of students not meeting state standards in ELA. Graduation rates are 92% and 72% at Grant and Encina high schools, respectively. Analysis of student subgroup data provides further evidence of disproportionality among student subgroups.

Although these data reflect a small amount of growth from the prior year, there are still far too many students not excelling in our traditional public schools, leaving high school without a clear path to college or the skills necessary to begin a profitable career quickly. The disappointing trends in education continue after high school where White and Asian individuals have a significantly higher educational attainment rate in the county. Non-Hispanic Whites and Asians are far more likely to earn a bachelor’s degree or higher, with 40.2% of White residents and 58.1% Asian residents achieving these benchmarks. This is a significant contrast from the rates of 26.1% for Black and 18.1% for Hispanic Americans reaching similar levels of education.<sup>7</sup> Our current educational system is not meeting the needs of all students; it is critical that the education community continue to explore innovative pathways to ensure all students are prepared to enter college or the workforce prepared and ready for success.

Sacramento County is uncommonly diverse with an ethnic diversity index score of 65, as determined by Ed-Data. The ethnic diversity index reflects how evenly race/ethnicity categories are distributed among data collected and reported by the California Department of Education; the highest possible score is 100, but the highest reported school in California is 76. Due to this tremendous diversity, there is an increasing demand for alternative educational programs to meet the needs of all learners. One strong indicator of this demand for choice is the strong enrollment growth of charter schools in the county; although the number of charter schools in the county has remained nearly constant over the past 5 years, enrollment has continuously increased with more than 32,000 students currently attending local charter school programs.

### **Industry Need**

Education, as currently conceived, is not aligning with the needs of the workforce. Per a recent *NBC News* article, “American high schools are educating better than ever. Eighty-four percent of students are graduating on time—an all-time high, according to the U.S. Department of Education—and 70 percent are enrolling in college directly after high school. And yet, beneath these optimistic benchmarks lies a career- and job-readiness picture that may be increasingly out of sync with what the future economy will require.” According to Jobs for the Future (JFF), almost every young person needs a postsecondary credential and work experience to start a career, but far too few learners have access to these experiences. Both students and industry note high schools are not doing enough to prepare young people for life after graduation, in-demand jobs, and a pathway to the middle class. Survey data show providing “career or job skills” are the areas young people believe need the most improvement in K-12 education. CCCA sets out to address this misalignment head on. New and innovative thinking from JFF and others asks educators to see K-12 as K-14 combined with creating pipelines into the workforce. This new perspective should not just be happening on paper but in practice, as CCCA has proposed.

As recommended in JFF’s Big Blur Report, CCCA proposes to “erase the arbitrary dividing line between high school and college and open the opportunity . . . to start on a path toward a postsecondary credential and preparation for a career.” This is accomplished through robust dual enrollment and industry partnerships. To provide meaningful work experience opportunities, it was essential to build capacity within a single initial industry sector. CCCA’s founding team was drawn to the building trades as a starting point because of the current industry demand and

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<sup>7</sup> U.S. Census Bureau. (2019). *Educational attainment in the United States*.

applicability to tangible hands-on learning. However, this same misalignment is true in multiple other sectors including hospitality, information communication technology, and the health care sector. This continual trend of schools not meeting the needs of their students and the industry sectors they support requires a new innovative approach to instruction that joins K-12, postsecondary, and industry in meaningful collaboration to serve students and families. It is also important to note that CCCA uses the term “building trades” loosely and, in so doing, refers to any number of career pathways within the industry. This includes, but is not limited to, the four building and construction trades pathways defined by the California Department of Education. Multiple career pathways in architecture, engineering, manufacturing, and the building trades all fall under CCCA’s broad definition of the construction sector. CCCA is different from all other CTE programs in the region because of its intense focus on addressing the misalignment between K-12 and postsecondary options through robust internship opportunities. A chart demonstrating these differences can be found in Appendix F. Traditionally, schools have taken the approach that all “preparation” for a career should take place within the confines of a school within a singular CTE pathway. Unfortunately, this model is not always nimble enough to adequately prepare students for rapidly evolving industries. In addition, traditional CTE pathways are focused more on providing students with exposure rather than immersive learning experiences paired with industry and higher education support. Lastly, by shifting the learning experience outside of the classroom, CCCA can focus only on more general foundational skills at school that then allows students to do a deeper dive within a wider range of career choices all based on student choice.

Although we are fortunate to live and work in a diverse community, the skilled labor force in our country is historically lacking in diversity, especially racial and gender diversity. The National Association of Homebuilders has found nearly 41% of construction workers in California are immigrants.<sup>8</sup> However, many positions they fill are unskilled and often lack industry certification or advanced technical training to secure higher paying and more secure positions in the construction industry. Another significant gap is the number of women in the construction trade; data from the Bureau of Labor Statistics indicate women comprise less than 4% of the construction force.<sup>9</sup> Access to well-compensated and in-demand careers is essential to ensure individuals and families exit cycles of poverty and oppression. Robust partnerships with local financial institutions also ensure students are financially literate by graduation. Our founding team is committed to ensuring our programs are designed carefully and with equity in mind from the ground up. Our work in this regard has been guided by principles identified by the National Equity Project; we hope our thoughtful approach to this work will ensure all students, regardless of their background, feel welcomed and supported at our school and ultimately well prepared for a career in construction or success in the college of their choice. We understand this is an iterative process that will require frequent reflection and discussion with our school community, but we hope the work we are doing early in the process will lead to a more inclusive and equitable school and community.

According to data provided by the *Sacramento Business Journal*, the construction industry grew by nearly 12% in 2021 and accounts for over 76,000 jobs in the region. Construction jobs are up 40% in the past 5 years and 120% in 10 years, making it the strongest growing sector in the region. Unlike every major metropolitan area in the state, Sacramento does not have a school focused on

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<sup>8</sup> National Association of Homebuilders. (2015). *Immigrant workers in the construction labor force*.

<sup>9</sup> Bureau of Labor Statistics. (2020). Labor force statistics from the Current Population Survey.

construction trades. According to the Greater Sacramento Economic Council, the construction industry accounts for approximately 8% of California’s gross domestic product (GDP) and over \$62 billion in California wages and salaries. Moreover, construction jobs account for 7.4% of greater Sacramento’s workforce, which is nearly 2% higher than the national average. The need for such a program is further emphasized by recent findings released by the Federal Reserve. Opportunity employment is categorized as jobs that are accessible to workers without a bachelor’s degree and typically pay above the national annual median wage (\$37,690), adjusted up or down to reflect the local cost of living. According to their research, approximately 21% of total employment nationwide falls into this category. Sacramento’s 25.4% opportunity employment ranks 44th out of 121 metro areas. Construction-related jobs account for 2 of the top 5 highest opportunity occupations in the region, yet little progress has been made locally to prepare high school students for these careers. CCCA, at the request of industry and community leaders, has been designed deliberately to meet the need for a skilled, professional labor force while also providing a unique opportunity for students who can leave high school with a college degree and a career.

### **Countywide Benefit Rationale**

The California Legislature provided county boards of education with the option to grant countywide benefit charter petitions in the original charter school legislation passed in 1992. Countywide benefit charters must meet all conditions for authorization required of charter schools seeking approval through more traditional school district pathways. In addition, countywide benefit charters must provide educational services to a student population that will benefit from those services and that cannot be served as well by a charter school operating in only one school district in the county. Any legal analysis of a countywide benefit charter must include careful consideration of the “as well” standard. The law does not expect a countywide benefit charter school to serve students better than one authorized by a school district. The only requirement is to show students would not be served “as well” if the proposed charter school were school district authorized.

Due to restrictions placed on charter schools through AB 1505 (2019), and the fact that students are traveling throughout the county to attend school, students “cannot be served as well by a charter school that operates in only one school district in the county,” as there would be a considerable difference in weekly learning loss and associated loss in funding as described below. Strategic placement of learning centers will ensure learning loss is mitigated while also supporting students with additional wraparound services. There exists extensive research indicating that teenagers who wake up early and experience fewer sleep hours, as a result of school start times and transportation to and from school, are increasingly likely to suffer from one or more of the following: decreased attention span, impaired memory, slowed processing, worsening sequential thinking, reduced creativity and poor decision making.<sup>10</sup> CCCA’s model is centered around authentic learning experiences and internships at industry partner sites, all supported by strategically located learning centers throughout the county. In addition to the loss of instructional time, the safety of CCCA students is also threatened by long transit times and the associated loss of sleep. Although students

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<sup>10</sup> Sleep Foundation. (2021, January 15). *Can school performance be improved with good sleep?* Retrieved February 3, 2022, from <https://www.sleepfoundation.org/children-and-sleep/sleep-and-school-performance>

will participate in frequent safety trainings, the hands-on nature of the learning experiences at CCCA may expose them to equipment and materials that could be dangerous when operated or handled by a student impaired by lost sleep. CCCA is committed to reducing student safety risks as much as possible; the hub-and-spoke model will reduce student transit times significantly and is only possible as a countywide benefit charter school.

CCCA will operate as a classroom-based high school where students spend Tuesdays and Thursdays working directly with industry partners or engaged in college coursework, from school sites across Sacramento County. A visual representation and overview of these off campus learning opportunities can be seen by watching this video: <https://vimeo.com/662397863/9b3f8b75fc>.

The qualifications for countywide benefit charters found in the Charter Schools Act do not include the operation of multiple school sites. In fact, numerous single site county wide charters are currently in operation serving students who would not be served as well if authorized through a local district. It should be noted that while CCCA is proving its educational model with an initial North Sacramento location, it still necessitates a county wide charter due to the rationales listed below. Nowhere in California Education Code is there a mention that schools must operate multiple school sites to qualify as a county wide charter school.

Countywide Benefit Overview		
CCCA Program Element	Legal/Regulatory Restrictions	Solution
Enrollment in college courses via both advanced education and dual enrollment	<ol style="list-style-type: none"> <li>Eighty percent of instructional time must be offered at the school site to qualify for classroom-based ADA for students not participating in a CCAP agreement.</li> <li>Dual enrollment opportunities would be drastically reduced.</li> <li>Multiple pathways necessitate students participate in college courses through advanced education. These students would be forced to choose between internships and dual enrollment; this difficult choice is a problem CCCA is seeking to resolve.</li> </ol>	<ol style="list-style-type: none"> <li>The countywide benefit designation will allow CCCA to offer learning centers strategically located throughout the county (at full capacity).</li> <li>All learning centers, not just the primary school facility, would be classified as school sites.</li> <li>More expansive dual enrollment offerings will be possible as students are able to engage in educational activities at multiple satellite learning centers.</li> </ol>
Authentic learning experiences, particularly internships, located at industry partners throughout Sacramento County.	<ol style="list-style-type: none"> <li>AB 1505 strictly prohibits a charter school authorized by a school district (or by a county on appeal) from operating school sites outside that school district's geographic boundaries.</li> </ol>	<ol style="list-style-type: none"> <li>Learning centers are legally allowed only for countywide benefit charter schools.</li> <li>Satellite campuses will significantly reduce learning loss resulting from transit between school, colleges,</li> </ol>

		worksites, and student residences. 3. Learning loss is a clear indication CCCA students “cannot be served as well by a charter school that operates in only one school district in the county.”
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**Rationale 1** (school sites): Operating from multiple school sites across Sacramento County is vital to CCCA’s educational program and is permitted by law. Pursuant to Education Code Section 47605.6(a)(1), “A county board of education may  approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education.” Countywide benefit charter schools, then, can and often do operate multiple sites within the authorizing county.

As stated above, CCCA seeks to operate from a single main school site during its initial charter term, likely located in Twin Rivers Unified boundaries. CCCA plans to require all students to attend school at the main school site on Mondays, Wednesdays, and Fridays. Beginning in the 2nd semester for 1st-year students, students will attend school at either the main campus or learning centers across Sacramento County on Tuesdays and Thursdays, dependent upon their internship location. These learning centers are best illustrated through a hub-and-spoke model; the main campus is the central hub where all students attend school 3 days a week, and each resource center (also referred to as a satellite facility) acts as a connected spoke that allows students to participate in school from locations closer to their respective internships and/or other industry experiences while remaining connected to the school. At these satellite campuses, students will participate in their advisory classes and participate in an elective course offered during 7th or 8th periods. These elective offerings will rotate between campuses on a semester basis to allow equal access. Additionally, students may participate in their online dual enrollment courses, which would be monitored by their teacher. Although half of the day is spent at these locations working on “schoolwork,” the other half will be spent with industry partners. The school day is strategically structured to ensure students are meeting minimum daily instructional minute requirements while also being able to access employer partners during regular work hours.

CCCA projects all learning centers will be located centrally around the main campus but most notably in proximity to our business partners and their corresponding job sites, allowing students easy access between their workplaces and school. Appendix F provides a map of the proposed learning center locations along with travel time to the career exploration and internship locations. To identify potential resource center locations, the team conducted a thorough county-wide review of educational outcomes, demand for school choice, accessibility via regional transit, and potential internship locations. From there, the team identified three main target locations in the county. These resource centers are essential components to reduce student travel time and learning loss that would occur if the school operated from a single authorizing district.



Although travel time to and from internships and college campuses may not sound significant, we know additional barriers to learning further disenfranchises the students most in need. Additionally, students would be forced to wake up earlier to get to school and likely would go to bed later due to added travel time. According to CalMatters, “Experts and advocates say starting school too early has profound negative effects on students’ health and wellness. They point to a body of research showing that starting school later reduces rates of depression, suicide, obesity and sleep deprivation among adolescents because they better align with their circadian rhythms and get a higher quality of sleep. Some studies also show later start times lead to higher student learning outcomes.”<sup>11</sup> Just 2 years ago, California took the unprecedented step to institute a later start time to address these same concerns.

As noted in the charts in Appendix F, there is, at minimum, over 5,000 minutes of learning loss per year that can be mitigated by these learning centers spread strategically throughout the county.

Two brief examples illustrate this learning loss:

1. Student A, lives off of Broadway in Oak Park. On Tuesdays and Thursdays, their internship occurs at Local 447. To get to the main campus by the 8:30 a.m. start time, the student would need to leave home no later than 7:50 a.m. if traveling by car. This same student if traveling by regional transit would have to leave home by 7:30 a.m. to make the 7:47 Blue Line Regional Transit train from Broadway station. The students would begin to leave campus at 12:30 p.m. at the conclusion of lunch. By the time other students are dropped off, the student would arrive at the apprenticeship by 1:45 p.m. leaving only two hours of training.

Instead of having to come to North Sacramento, this same student could arrive directly at the Florin Road satellite learning center. If taking RT this student would have to leave home no later than 7:35 a.m. to board the 7:43 a.m. number 68 bus, arriving at the satellite campus 15 minutes early at 8:15 a.m. If driving, this student could leave home at 8:15 a.m. and arrive on time at the Florin Road campus. Thanks to the countywide model this satellite campus, is in closer proximity to our business partners. The student could leave from the Florin Road satellite learning center at 12:30 p.m. and arrive a mere 5 minutes later at Local 447 thus expanding the amount of job training by an hour per day.

As illustrated above a single hour of learning loss twice-weekly spread out over the entirety of a year equates to 78 hours or approximately 10 full days; enough to categorize a student as truant. Research time and again points to student achievement being adversely affected by absenteeism.<sup>12</sup> When speaking from an equity and access standpoint, research indicates that pairing CTE coursework with a rigorous college-infused curriculum and real-world learning opportunities has a strong correlation with positive learning outcomes. Yet, with significant learning loss,

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11 Cano, R. (2019, October 28). *California just pushed back school start times – you weren't dreaming. Now what?* CalMatters. Retrieved from <https://calmatters.org/education/k-12-education/2019/10/how-school-start-time-law-will-work-in-california/>

12 Steven B. Sheldon. (2007) Improving student attendance with school, family, and community partnerships. *The Journal of Educational Research* 100:5, pages 267-275.

particularly for those students most at risk, the same students CCCA proposes to serve, these learning gains are diminished. The question then must be asked why CCCA doesn't just offer internships in close proximity to their proposed main campus location? The answer is simple: CCCA seeks to pair our most disenfranchised students with industry partners that can provide a career, not simply a job. The benefits of being a union worker are undeniable however, union apprenticeships are not limited to any one school district. Only through a countywide charter with a hub and spoke model can learning loss be mitigated to ensure students still have equal access to robust internships occurring county-wide. It is clear that students cannot be served as well if chartered through a single district.

Having resource centers near job sites will allow our industry and employer partners to have access to facilities where they can also visit and provide instruction and training for our students, prior to and during students' internships and work experiences. Each learning center will be under the immediate supervision and control of a certificated CCCA employee who will ensure students are safe, secure, and fully engaged in appropriate educational activities. CCCA will launch additional learning centers using a methodical and responsible approach, correlated closely with projected enrollment growth and proposed course offerings. Much like the Rex and Margaret Fortune School of Education, the team hopes to grow into multiple sites located in the highest need areas of the county when fully built out. A proposed growth model is described in the chart below.

CCCA Learning Center Proposed Growth Model (2023–2028)				
2023–2024	2024–2025	2025–2026	2026–2027	2027–2028
<b>Main Site – 501 Arden Way (TRUSD)</b>				
<b>Resource Center(s)</b>				
1117 G St. (SCUSD)	1117 G St. (SCUSD)	1117 G St. (SCUSD)	1117 G St. (SCUSD)	1117 G St. (SCUSD)
		Florin Rd. (EGUSD)	Florin Rd. (EGUSD)	Florin Rd. (EGUSD)
				Citrus Heights (SJUSD or FCUSD)

*Note.* Learning center growth is dependent upon student enrollment, internship locations and demand, and finances. CCCA will comply fully with SCOE requirements regarding notification/pre-approval as agreed upon in an MOU.

To qualify for classroom-based apportionment for many students, partner locations must be designated by CCCA as school sites. Following changes to the Charter Schools Act brought by AB 1505, a charter school authorized by a school district (or by a county on appeal from a denial by a school district) is strictly prohibited from operating school sites outside that school district's geographic boundaries. Thus, a countywide benefit charter is necessary for CCCA's operation.

**Rationale 2** (instructional minutes): For students who wish to focus on college, CCCA's schedule is designed specifically to allow for both advanced education and dual enrollment learning opportunities. Every Tuesday and Thursday, students can take courses directly on the college

campus. There are significant benefits to offering courses on the college campus. This location provides the most authentic college experience. Students in courses on the college campus can be immersed in college culture, experience college-level expectations, and be surrounded by college-going peer groups. This not only prepares students for future college coursework but also helps them to visualize themselves as college students. Ultimately, this could lead to greater academic self-efficacy.<sup>13</sup> This degree of choice would not be possible if the school was authorized through a single district. Although we certainly acknowledge students are participating in advanced education opportunities throughout the county, they tend to happen in small pockets and only be available to the most privileged students whose parents can navigate the college system and provide transportation after school hours. CCCA has incorporated these opportunities directly into its school day and has ensured there is equitable access for the students who need it the most.

CCCA's partnership with American River College would be under the College and Career Access Pathways Program, per Education Code Section 76004 (see sample course pathways below). This law specifically permits charter schools offering a dual-enrollment program with a community college to allow participating students to attend the school site for 50% of the required instructional minutes instead of 80% of required instructional minutes and still claim classroom-based ADA for those students. Specifically, the CCAP program provides that "the governing body of a charter school may enter into a CCAP partnership agreement with the governing board of a community college district pursuant to this section." The purpose of the program is to "offer[] or expand[] dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness" (Education Code Section 76004).

A charter school with a qualifying CCAP program is then subject to the following special 50% rule for claiming classroom-based ADA, for participating students only:

For purposes of calculating classroom-based average daily attendance for classroom-based instruction apportionments, at least 80% of the instructional time offered by a charter school pursuant to an authorized CCAP partnership agreement shall be at the school site, and the charter school shall require the attendance of a pupil for a minimum of 50% of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5, if the pupil is also a special part-time student enrolled in a community college pursuant to this section and the pupil will receive academic credit upon satisfactory completion of enrolled courses.<sup>14</sup>

Students who are dual enrolled at the partner community college are required to attend classes on CCCA's campus for 50% of the instructional time offered. Although the statute references "80 percent of the instructional time offered by a charter school pursuant to an authorized CCAP partnership agreement," this does not mean 80% of the instruction pursuant to the CCAP program must be offered on campus. Instead, we believe this is a reference to the requirement that 80% of

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13 Weisberg, A., Hughes, K. L., & Edwards, L. (2011). *Different approaches to dual enrollment: Understanding program features and their implications*.

14 [https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=46146.5](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=46146.5)

the Charter School's minutes, overall, shall be offered on campus. This is consistent with the CDE's FAQ on this issue:

Question 10. Are there any classroom-based scheduling requirements for a student concurrently enrolled at a charter school and a UC, CSU, or community college?

Enrollment in Charter School with a College and Career Access Pathway (CCAP) partnership agreement and enrolled in a Community College.

In order to claim classroom based attendance for students that are enrolled in a charter school that is part of a CCAP partnership agreement under Ed. Code § 76004, and enrolled as special part time students at a community college and will receive academic credit upon satisfactory completion of enrolled courses, at least 80 percent of the instructional time offered by the charter school must be offered at the school site and the charter school must require students to attend at least 50 percent of the minimum instructional time required to be offered pursuant to Ed. Code § 47612.5(a)(1), in order to generate ADA for the purpose of funding. [Ed. Code § 76004(s)(2)]

CCAP's statutory structure is relevant to our understanding of instructional minutes because it indicates the 80% threshold for classroom-based students is only dropped to 50% for students who are dual enrolled, suggesting the 80% rule remains for all other classroom-based students who are not participating in the dual-enrollment program. That is, this suggests each classroom-based student must ordinarily be required to be in attendance for 80% of the instructional minutes offered, unless a particular student qualifies under CCAP to reduce their own attendance level to 50%.

One may ask how a student traveling off campus to participate in an advanced education class is different from the internships described under rationale 1? To help ensure that the internship is considered "instructional time," students' participation in the internships would be coordinated, supervised, and evaluated by a certificated teacher, who provides some internship-adjacent instruction (even if on an independent study basis, e.g., instruction on good work habits, safety, particular skills, etc.), and keeps track of student participation and engagement. For example, internship students could be asked to keep a journal, write reports on their work experience, or collect artifacts from their work, to document their learning. Advanced education however, would not fall under this rationale as students would be participating in college courses on their own. With the diversity present within any one industry sector, structuring a bell schedule in a way that allows students to take full advantage of the Los Rios Community College District and Sacramento State's ACE program is essential. Due to the individualized nature of academics at CCCA, it would not be realistic to assume all enrolled students would fall under a CCAP agreement, nor would such a program be equitable to meet the diverse needs of all learners. Without a CCAP agreement for all students or a countywide charter CCCA could not offer the diverse learning experiences it proposes due to fiscal constraints illustrated in the hypothetical budget found in Appendix F.

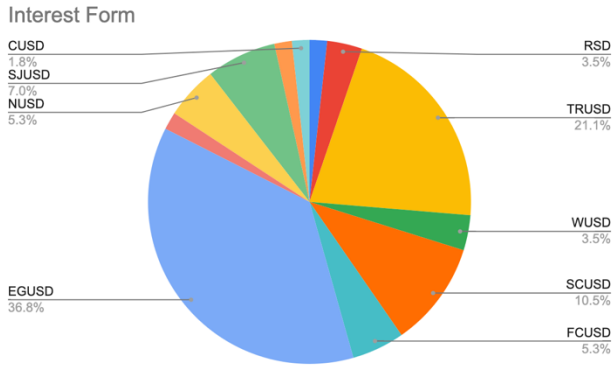
**Rationale 3** (access for communities of need): Viability of the Charter School, particularly in the early years, was an important consideration raised by both community members and the business community. Charter schools receive funding based on the number of students they enroll; financial issues are cited often as a primary reason for charter failure. Designation as a countywide benefit charter is the only possible authorization pathway through which CCCA may

implement its innovative model. In addition, the countywide benefit designation is necessary to prevent drastic reductions in funding associated with the early college program. We feel this designation does strengthen the school's ability to recruit students throughout the entire county.

CCCA is designed specifically to address the disproportionate learning outcomes for students in our highest need communities where few students are graduating college or career ready. CCCA's countywide designation and learning centers provide greater access to these postsecondary opportunities. The hub-and-spoke nature of the learning centers, as demonstrated in Appendix F, also provides CCCA to push into other high-priority areas of the county, such as South Sacramento and Citrus Heights.

Although CCCA proposes to begin within a single industry sector, this singularly focused school will not be attractive to all students. CCCA's educational model is highly specialized and includes an intensive focus on career and technical education, self-directed independent study through college coursework, and long-term apprenticeship requirements. This educational experience will provide a clear pathway to both college and a career for students who choose this model; that said, we recognize the model is not for all students, particularly incoming high school students who may be excited to attend a school with a storied athletic program or extracurricular program. To that end, even at full capacity, CCCA seeks to be a small school of choice with a unique and intense focus; it does not want to be the default option for students who live nearby if they are not interested in the school's unique model and programming. As a district-authorized school, state law preferences admission of students who reside in that district, potentially limiting access by other students in the county who may be genuinely committed to the unique program model. The countywide benefit provision would protect against arbitrary admission priorities and ensure the unique opportunities CCCA provides are open to all Sacramento County students who choose to enroll. This was an important consideration for the founding team who built in preferences specifically for students eligible for free-and-reduced-price meals and first-generation college students.

A larger footprint via multiple learning centers throughout the county not only ensures there is equal access to CCCA's programmatic offerings but also helps mitigate enrollment concerns by simply expanding the school's reach. CCCA has adopted and implemented a robust plan to engage community members and drive student recruitment, but the particular focus on the construction trades may limit our ability to attract potential students and deliver the full model if our geographic reach is foreshortened, particularly in CCCA's early years. We believe it is important to eliminate all potential enrollment hurdles. Practical examples of this include enrollment materials and signage in multiple languages to clearly communicate CCCA is a "countywide" charter school "open to all Sacramento County incoming ninth graders." CCCA's innovative educational model has already attracted interested families from across Sacramento County, representing nearly every major district in Sacramento proper as the chart below depicts.



**Rationale 4** (industry partnership): Conversations with leaders in the construction trades and local businesses provided further justification for authorization as a countywide benefit charter school; close collaboration with the construction trades and other business partners is fundamental to the overall success of the school model. Every major metropolitan area of California has a school singularly focused on the construction trades except Sacramento. Leaders have expressed significant interest in the program model, including several early partnership commitments and pre-apprenticeship placements due to this fact. Instead of trying to weigh existing programs against each other, CCCA proposes to provide students with a high interest and an intense focus in a singular industry sector. Many of these leaders have cited that CCCA provides a singular countywide focus on an area of critical need. Many have sought ways to engage with students both on campus and through the career explorations and internship opportunities. Currently, many of the partnering organizations operate nationwide. Only through their resources and organizational capacity can CCCA implement the robust internships it intends to. CCCA is working with partners that can provide a living wage and a pathway into a career. With respect to our mission and the financial constraints many prospective students face, CCCA cannot simply partner with just any mom-and-pop company. In Sacramento, many of the organizations that can provide these robust internships operate numerous job and office locations well outside the boundaries of any single district, thus necessitating a countywide benefit charter.

Our partners in business and industry operate across the boundaries of multiple school districts, as they serve the entire region. Our educational model requires pre-apprenticeship training and deep field experience for students with industry professionals. These volunteers must be screened prior to working closely with students. Industry professionals will be turned off from volunteering if they are required to complete volunteer registration, tuberculosis testing, a sexual offender check, and volunteer background and fingerprinting requirements at a separate school in each individual district we plan to serve. Although volunteers at CCCA will still be held to the same strict safety requirements, they will be working with only a single organization rather than with multiple district offices, providing a single point of access for industry volunteers and partners in this work across Sacramento County. This single point of access for industry translates into a greater breadth of learning opportunities available to students.

A point was also raised in the development of the school that CCCA could simply adjust its yearly calendar or daily bell schedule to “make the model work” in a school district. Unfortunately, CCCA’s yearly calendar was thoughtfully developed to reflect the Los Rios Community College academic calendar. Likewise, the daily bell schedule was meant to align with a traditional workday

while still maximizing on campus learning. Any changes to either of these would have a significant impact on the educational model and further reduce student access to high quality learning and internships.

**Rationale 5** (county wide community partners): “It takes a village to raise a child” is a proverb used frequently in education. CCCA’s learning centers and community partners reflect the founding team’s commitment to students and families. The team recognizes that, to break down barriers between K-12 and postsecondary options, the team must tap into community resources. As mentioned previously, the team has prioritized learning center locations with full wraparound services. These locations, paired with existing community organizations located throughout the county, provide CCCA students with a unique opportunity to connect with resources from community partners that truly understand their specific community’s needs. CCCA is setting out to provide individualized educational support but, in so doing, recognizes learning cannot occur without addressing the whole child. Being a school of the county allows us to tap into a greater range of support providers. As we plan to attract students throughout the county, this designation ensures we are not limited to providers working in a single school district. Conversations with a range of organizations, such as Big Brothers Big Sisters, Improve Your Tomorrow, Girl Scouts Heart of Central California, Mutual Assistance, La Familia, Robertson Family Development Center, Simmons Community Center, and Elica Health, demonstrate our commitment to serving the entire Sacramento County. CCCA’s board of directors reflects the team’s commitment to coordinate with a range of regional partners to ensure students needs are being met.

### **Summary**

County boards of education may only grant countywide charter petitions for schools that provide educational services for students who would not be served as well by a single district in the county. CCCA’s governing board, legal counsel, and founding team see no other option to implement our program than through the countywide benefit designation. This designation is essential to allow for the full implementation of the CCCA model and fulfill our commitment to prepare all students for college and a career. As a Sacramento County Board of Education charter, we hope to partner with both the County Office of Education and local school districts to provide professional development opportunities, student experiences, and other programming for the community.

CCCA stands ready to serve students in a variety of manners, tailored to their unique goals, within the structures provided for within the law. The founding team carefully considered securing district authorization of the charter early in the initial development of the concept. This included several conversations with local district officials and school board members. All parties, including CCCA’s legal counsel, determined the school as designed could not operate in a single district. As the school model was refined based on feedback from local business leaders and community members, the team determined authorization as a countywide benefit charter would be the only avenue to fulfill the school’s mission.

CCCA can save students over \$50,000 by the time they graduate high school based on the figures provided by the Education Data Initiative where the average in-state student attending a public 4-year institution spends \$25,487 for one academic year. We look forward to partnering with SCOE to find solutions to the high price of a 4-year degree and the misalignment of educational

opportunities with the needs of today’s workforce.<sup>15</sup> We know both CCCA and SCOE are committed to closing the income and opportunity gaps, which are all too pervasive in society today. We look forward to meeting this challenge as a fully committed partner with SCOE.

<b>Countywide Benefit Overview</b>	
<b>Rationale</b>	<b>1. Student Learning Loss/Multiple School Sites</b>
<b>CCCA Program Element</b>	Authentic learning experiences, particularly internships, transcend school district boundaries; industry partners are located throughout Sacramento County.
<b>Legal/Regulatory Restrictions</b>	Education Code Section 47605(a)(1) strictly prohibits a charter school authorized by a school district (or by a county on appeal) from operating any school sites outside that school district’s geographic boundaries.
<b>Solution</b>	<ol style="list-style-type: none"> <li>1. Learning centers located beyond a district’s boundary are legally allowed only for countywide benefit charter schools.</li> <li>2. Satellite campuses significantly reduce learning loss resulting from transit between school, colleges, worksites, and student residences.</li> <li>3. More than 5,000 minutes of lost instructional time clearly demonstrates that CCCA students “cannot be served as well by a charter school that operates in only one school district in the county.”</li> </ol>
<b>Rationale</b>	
<b>2. Fiscal viability/Drastic Reduction in Dual Enrollment Offerings</b>	
<b>CCCA Program Element</b>	CCCA fosters enrollment in college courses via both advanced education and dual enrollment.
<b>Legal/Regulatory Restrictions</b>	<ol style="list-style-type: none"> <li>1. 80% of instructional time must be offered at the school site to qualify for classroom-based ADA for students not participating in a CCAP agreement.</li> <li>2. The inability to generate classroom-based ADA for these students would threaten fiscal viability. As a result, dual enrollment opportunities would be drastically reduced.</li> <li>3. Multiple pathways necessitate students participate in college courses through advanced education. These students would be forced to choose between internships and dual enrollment. CCCA was founded, in part, on the belief that students should not have to make this difficult choice.</li> </ol>
<b>Solution</b>	<ol style="list-style-type: none"> <li>4. The countywide benefit designation will allow CCCA to offer learning centers strategically located throughout the county (at full capacity) and generate classroom-based ADA.</li> <li>5. All learning centers, not just the primary school facility, would be classified as school sites.</li> <li>6. More expansive dual enrollment offerings will be possible as students are able to engage in educational activities at multiple satellite learning centers and or college campuses.</li> </ol>
<b>Rationale</b>	
<b>3. Access for Communities of Need</b>	
<b>CCCA Program Element</b>	CCCA provides greater access to postsecondary opportunities in the highest need communities in Sacramento where few students are graduating college or career ready.
<b>Legal/Regulatory Restrictions</b>	<ol style="list-style-type: none"> <li>2. Education Code 47605(e)(2)(B) preferences admission of students who reside in the authorizing district.</li> </ol>

15 Liz Knueven, R. W. (2021, December 3). *The average college tuition has dipped slightly of late, though it's just the start of college costs*. Business Insider. Retrieved February 6, 2022, from <https://www.businessinsider.com/personal-finance/average-college-tuition>



	3. CCCA will be a small school of choice. Enrollment should be equitable and open to all students committed to the unique school model. Preferring district admission risks limiting access to students that would benefit from the program in favor of students residing nearby.
<b>Solution</b>	4. Authorization as a countywide benefit charter will allow CCCA to preference all Sacramento County students eligible for free and reduced price meals and first-generation college students. 5. Clear communication regarding CCCA’s “countywide” status will ensure that families understand that CCCA is an option and mitigate concerns about low enrollment.
<b>Rationale</b>	<b>4. Industry Partnership</b>
<b>CCCA Program Element</b>	CCCA provides a single point of access for industry volunteers and partners across the county.
<b>Legal/Regulatory Restrictions</b>	1. Education Code Section 45125.1 requires extensive screening for all adults with direct student contact including: volunteer registration, tuberculosis testing, a sexual offender check, and a background check by the Department of Justice. 2. Industry partners respect the volunteer screening requirements but are disinclined to undergo extensive volunteer screening in order to support programs multiple schools and school districts.
<b>Solution</b>	CCCA will facilitate a single point of entry for volunteers across the construction industry to support their engagement with K12 education countywide; the ease of use will foster close collaboration and partnership with industry partners.
<b>Rationale</b>	<b>5. County wide Community Partners</b>
<b>CCCA Program Element</b>	CCCA pairs with community partners throughout Sacramento County to provide a diverse array of wraparound services to students.
<b>Legal/Regulatory Restrictions</b>	The prohibitions in AB 1505 and Education Code Section 47605(a)(1) prohibit the establishment of school sites that are not in the boundaries of the authorizing district.
<b>Solution</b>	1. Approval as a countywide benefit is the only pathway that allows CCCA to establish learning centers at a range of partner locations across the county. 2. CCCA will partner with existing community organizations with a track record of success such as Big Brothers Big Sisters, Improve Your Tomorrow, and Girls Scouts Heart of Central California.

**Target Student Population**

The reason why students will choose CCCA is multifaceted: a job straight out of high school, accelerated college pathways, and an educational model built around hands-on learning. For these reasons, CCCA will attract students throughout the region.

CCCA is committed to serving all students; we will be relentless in our efforts to reflect the diversity of students in Sacramento and to provide a high-quality education for every student. The hands-on, real-world application of learning was developed to address the diverse learning needs of students receiving special education services and the needs of English language learners. As a highly specialized program, however, we want to ensure all potential students understand the Charter School’s unique programming and expectations. To complement our efforts to advertise the Charter School, we have hosted multiple informational events and monthly STEM learning opportunities to provide families with more information about the Charter School. We believe the

Charter School will be an attractive option for motivated students who have a proclivity for hands-on learning and who would be the first in their family to attend college. Although we recognize not all students may enter the program motivated and familiar with the Charter School's commitment to hands-on learning, the team feels the range of opportunities within the construction trades, along with the integration of career exploration, will ultimately help ensure all students feel supported in identifying their interests and passions. The opportunity to be surrounded by industry experts and to build starting their 1st day on campus will be a unique opportunity we believe will change student's lives.

The founding team strategically chose North Sacramento for its initial main campus location for a wide range of reasons. The misalignment within education is more present in North Sacramento than virtually any other area of our city. Educational attainment rates are below the city and county averages while poverty and crime outpace nearby areas. In the 95815 zip code where CCCA plans to locate, nearly 30% of individuals find themselves below the poverty line. The median household income of \$34,583 is about half of the median income for the Sacramento metropolitan area. When breaking down the statistics further, some of the poorest neighborhoods in the entire city directly border the proposed location. Of the 50 most populous neighborhoods in the city, the two neighborhoods with the lowest median income, Old North Sacramento and Del Paso Heights, are within a 5-mile radius of the targeted location.<sup>16</sup> The need for a school focused on college and career is further demonstrated by the fact that only 14.5% of individuals living in the 95815 zip code have a bachelor's degree or higher, and nearly 10% of individuals are unemployed, a significant increase since the pandemic first began.<sup>17</sup>

In the Twin Rivers Unified School District, the rate of families qualifying for free-and-reduced-price meals far exceeds the countywide rate: 87% compared to 60.3% of students countywide.<sup>18</sup> Districtwide, only 17.9% of African American students graduated having met the UC/CSU requirements. In addition, nearly 33% of dropouts in Twin Rivers Unified were African American in 2018–2019. Latinx students fared only marginally better, accounting for 22% of dropouts. In addition, 32% of Latinx graduates met the qualifications for UC/CSU. Countywide, less than half (46.6%) of Sacramento County graduates in 2017–2018 were prepared for college admission by completing all A-G required coursework.

Poverty and a lack of high-quality educational options persist in North Sacramento. Numerous bodies of research show young people living in poverty are exposed disproportionately to some sort of traumatic stressor in their lives. With that in mind, the Charter School recognizes its pedagogical practices must be grounded in practices that address these traumas. The overall design and philosophy of early college high schools are meant to increase participation of at-risk, low-income, and students of color in college-level courses. The goal is to reduce dropout rates while increasing students' access to postsecondary education through rigorous and relevant learning experiences. Moreover, research has shown the impact of working with your hands to creatively problem solve can have on people looking to overcome trauma.

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16 <https://statisticalatlas.com/place/california/sacramento/household-income>

17 <https://censusreporter.org/profiles/86000US95815-95815/>

18 <http://www.ed-data.org/county/Sacramento>

The experienced educators leading CCCA’s design are also keenly aware of other challenges, in addition to socioeconomic level, that may inhibit students’ ability to meet their educational goals. Because we plan to serve students from across the county, we have used countywide data to inform our programming, but we will continually reflect upon our student population and whether we are meeting each student’s needs. The table provides more information on the student population we anticipate enrolling based on recent Sacramento County public school enrollment data:

**Sacramento County Enrollment Data (2020–2021)**

African American	10.08%	English Learners	15.6%
American Indian or Alaska Native	0.50%	Foster Youth	0.4%
Asian	16.1%	Homeless Youth	2.2%
Filipino	2.70%	Migrant Education	0.4%
Hispanic or Latino	32.60%	Students With Disabilities	13.1%
Pacific Islander	1.40%	Socioeconomically Disadvantaged	58.1%
White	27.70%		
Two or More Races	7.70%		

**Source:** <https://dq.cde.ca.gov/dataquest/>

Identifying and amplifying strengths, goal setting, and increasing and broadening positive emotions are key tenets of trauma-informed practices that can lead to more positive learning outcomes for all students, regardless of background (Brunzell et al., 2015). For this reason, CCCA will devote significant time and resources to creating a supportive and inclusive school environment where all students can flourish. School culture will be developed through a research-based system of goal setting, reflection, and consistent, data-informed feedback aligned with college courses and industry-recognized credentials.

Although the Charter School proposes to be a countywide benefit, the team estimates anywhere from 30% to 50% of the student population will come from Sacramento City Unified School District (SCUSD). Therefore, particular attention was provided to both the countywide data and its relation to Sacramento City Unified. In Sacramento County, unduplicated pupils account for nearly 62% of total enrollment. Seventeen percent of students countywide and 19% of students in SCUSD are categorized as English learners (ELs), a vast majority of them native Spanish speakers. CCCA is fortunate for a diverse governing body. Two of the six founding board members were native Spanish speakers, and both brought extensive experience designing and implementing programs to support ELs. Current board member, Dr. Mich (MJ) Kiwan Gomez and his wife, Dr. Leticia Kiwan, have dozens of years of experience working as bilingual teachers throughout several districts in California. All have been guiding the development of our programming for ELs. Their voices are essential as the team identifies and adopts best practices to provide a high level of service to each student at CCCA.

Special education is another focus area toward which the founding team has dedicated significant attention. Across the county, more than 13% of the student population receives special education services. In Sacramento City Unified, approximately 14% of students receive special education services compared to 9% of students in Elk Grove Unified. We believe the programs offered at CCCA will allow diverse learners, especially students with disabilities or unique learning styles, to thrive. Research supports our theory; according to Harvey et al. (2007), students with disabilities who participate in a CTE program significantly increase their chances for postsecondary success in both academia and employment. CCCA is committed to providing a free and appropriate public education for every student who applies and enrolls in our school. We expect all students, regardless of disability, to complete traditional and CTE coursework satisfactorily; we will provide all accommodations and modifications as determined appropriate by the student’s IEP team.

With these goals in mind, the founding team and board of directors anticipate enrolling an initial 1st-year class of approximately 80 students. CCCA’s team will agree to a final enrollment recruitment plan to ensure SCOE’s concerns about enrollment are sufficiently satisfied during the preopening phase. Although CCCA remains confident it will achieve its conservative enrollment projections, the strong initial on-hand capital provides significant flexibility if enrollment projections are not met. With the Charter School projected to open in 2023, we recognize it is difficult to offer concrete enrollment projections, because many current seventh graders are just barely beginning to think about their high school options. Thus, an initial interest form by CCCA, which can be provided to SCOE staff upon request, has shown approximately 60% of the projected enrollment is already committed to attend CCCA as of December 2021. Over 150 additional students have expressed interest for the preceding classes. Previously, CCCA’s team saw a significant spike in commitments when students hit their eighth-grade year. In the previous charter petition submitted to the County, CCCA had well over its projected enrollment and anticipates the same to happen with this initial 1st-year class. While CCCA is seeking a countywide benefit charter due to the rationales listed above and the clear evidence that students cannot be served **as well through a district authorized charter.** There is such a large number of students not succeeding at the two closest comprehensive high schools that community feedback alone has indicated enrollment could be sustained simply by the students within a 10-mile radius of the Charter School. The chart below provides insight into the number of prospective students living within this 10-mile radius of the Charter School’s main campus location.

95815 zip code<sup>19</sup>

	<b># of Children Under 5</b>	<b># of Children Ages 5–9</b>	<b># of Children Ages 10–14</b>
<b>Male</b>	1,118	910	905
<b>Female</b>	1,065	892	838
<b>Total</b>	2,183	1,802	1,743

95838 zip code<sup>20</sup>

	<b># of Children Under 5</b>	<b># of Children Ages 5–9</b>	<b># of Children Ages 10–14</b>
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<sup>19</sup> <https://www.unitedstateszipcodes.org/95815/>

<sup>20</sup> <https://www.unitedstateszipcodes.org/95838/>

<b>Male</b>	1,769	1,597	1,589
<b>Female</b>	1,697	1,596	1,521
<b>Total</b>	3,466	3,193	3,110

95825 zip code<sup>21</sup>

	<b># of Children Under 5</b>	<b># of Children Ages 5–9</b>	<b># of Children Ages 10–14</b>
<b>Male</b>	1,052	767	688
<b>Female</b>	1,061	731	584
<b>Total</b>	2,113	1,498	1,272

As a countywide benefit charter, the team has been mindful of recruiting students throughout the entire county. In so doing, the team has proposed learning centers and campuses in locations where the disconnect between K-12 and postsecondary options is most evident. To this end, the team has built strong community partnerships with a range of organizations to help make inroads into these communities. To further substantiate the enrollment projections, the team has seen a tremendous amount of engagement on its social media pages, at our monthly youth events, and in community meetings. These efforts are described in greater detail in Element Eight.

Ninth-grade enrollment will increase gradually by 10 to 15 students per year for each new class. Grade-level size will be limited to 100 students to ensure students feel a strong sense of individuality and can maximize student support. The target pupil to teacher ratio is 25:1. Enrollment projections through the length of the charter term are indicated in Table 1A. At the request of SCOE staff, attrition is not accounted for in these enrollment projections. The budget was developed to allow flexibility for the inevitable attrition that will take place as students move or transfer schools. The CCCA team feels confident in ensuring that enrollment targets are met due to its robust community outreach strategy.

**Table 1A: CCCA Enrollment Projections (Charter Term 2023 – 2028)**

	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028
<b>9th Grade</b>	80	85	90	100	100
<b>10th Grade</b>	X	80	85	90	100
<b>11th Grade</b>	X	X	80	85	90
<b>12th Grade</b>	X	X	X	80	85
<b>Total</b>	80	165	255	355	375

The CCCA team is aware of the challenges inherent in starting as a small school, particularly challenges related to finances. However, we believe the advantages and benefits to our students

<sup>21</sup> <https://www.unitedstateszipcodes.org/95825/>

fully outweigh the risk; we have a strong financial safety net and plan in place to address any shortfalls, addressed in Element 9 of this petition.

### **Educational Philosophy**

At CCCA, the founding team feels learning best occurs when it is authentic. Real-world learning forces students to step outside the walls of a traditional classroom and identify their own personal interests and passions. CCCA's unique countywide benefit status will allow learning to take place outside of the confines of a traditional school building; students will learn in college classrooms and at satellite learning centers near our industry partners. This model directly allows students to participate in learning opportunities outside of the traditional classroom. By consistently connecting learning to the world around them, students begin to learn for the sake of learning rather than simply for a letter grade. Consistent feedback and opportunities to fail encourage students to try their best rather than to be content with "just good enough." This type of authentic learning forces teachers to make concrete connections consistently between academic content and the real world. These connections are strengthened by cross-curricular collaboration and clearly articulated pathways for students. Students must touch, manipulate, and build to make enduring connections with the concepts they are learning in the classroom daily. Students are actively engaged in the learning process.

By allowing students to identify their interests and passions, take risks with learning, and interact with mentors, students will build their own capacity. Moreover, clear pathways culminating in industry recognized credentials, college units, and ultimately job opportunities demonstrate to students why this type of learning is meaningful. We must give students the opportunities and tangible certifications to succeed after they graduate. This requires the Charter School to adapt consistently to new technologies and prepare students for both the hard and soft skills required in a changing work environment (Fuller & Raman, 2017). Skills acquired while in school must ultimately translate into many opportunities upon graduation (Lennon & Steinberg, 2018). Our intention is to capitalize on students' interests and curiosities and use them as a gateway to learning in not only their CTE curriculum but also through innovative integrated curriculum to the core subjects: ELA, science, social science, and mathematics. For example, by using a student's interest in building and construction, we believe this will improve instruction in mathematics by making it more relevant. Rather than asking students to understand abstract concepts in physics, students will apply these concepts in their work constructing bridges, buildings, and other structures requiring a high degree of physics. We can discuss the experiments in green technologies in science class, too, that are relevant to them as future builders of energy-efficient homes and buildings. Our hope is that students will not ask "Why am I learning this?" but rather will see how learning in their core subjects supports their interests, curiosities, and aspirations.

Success at CCCA will not be judged by how many new workers it adds to the broad definition of the building trades; rather, CCCA's vision for success is to see young people highly engaged in discovering and pursuing their own interests and learning passions. Our educational philosophy will be validated by our students' engagement in their work, their desire to craft their own learning outcomes, and them seeing that they are secure in the knowledge and can control their learning. Evidence of this growth and student learning outcomes tied to the Five Pillars of CCCA will be demonstrated in the final capstone project. This project requires students to reflect on themes covered in their advisory classes, career exploration opportunities, work experience

opportunities, and students' college and high school coursework. By the end of senior year, students will have a robust digital portfolio demonstrating their growth within CCCA's five pillars: collaboration, responsibility, collaboration, grit, critical thinking, and leadership.

### **How Learning Best Occurs**

Starting a school from the ground up presents a one-of-a-kind opportunity, but we are also cognizant of our responsibility to students and the community. CCCA maintains the goal—and has a responsibility—to enable all our students to become or remain self-motivated, competent, and lifelong learners. The founding team has put a tremendous amount of thought and consideration into creating the ideal learning environments to fulfill this responsibility. Learning best occurs when students feel safe, supported, and engaged in the learning process. In short, a strong school culture is one of the most important elements of a school. At the core of a strong culture are high expectations, a high level of support, and strong relationships (Ryerse et al., 2014). The team has identified fundamental components, backed by peer-reviewed research, that can be put in place to build such a culture.

First, CCCA has prioritized a twice-weekly advisory period for all students that will be integrated into the bell schedule. Research indicates advisory is most powerful when it is a cornerstone of school culture (Cook-Deegan, 2017). For that reason, advisory not only supports students but also acts as a binding agent between individual students, their schoolwork, and the real world. Each teacher will have an advisory group consisting of no more than 25 students; we will do our best to keep teachers with the same group of students throughout the high school experience. Advisors will seek opportunities to connect academic preparation, thought patterns, interests, and learning to students' college and career aspirations (Ryerse et al., 2014). It will not be uncommon for our counseling staff to co-teach these advisory periods. To prepare students for postsecondary success, advisory will be designed to foster each student's competency as a member of a group or collaborative in addition to their own development as an individual. Team building activities, social emotional learning, and internal reflection are all central to this time. Driving questions that focus and initiate inquiry around key themes will support the advisory curriculum. One of our key themes will be understanding our own priorities and motivations; we recognize some of our students will be more self-motivated than others. Accordingly, our advisory curriculum will be tailored to each individual student and teacher based on their needs. Advisory activities may include community service, shared books, and guest speakers. The driving questions will build on concepts covered during the previous year's advisory and continually support student growth as we develop and prepare lifelong learners who are self-motivated and competent.

Research has shown students' learning can be stifled if students feel they do not belong at school or if their school environment does not seem designed for them (Blad, 2019). Our CTE courses will reside in the Residential and Commercial Construction Pathway. In adhering to this pathway, we will engage in individualized instruction that encourages students to follow their interests and passions while acquiring real-world skills. This individualized instruction, combined with countless formal and informal opportunities to engage with industry leaders, will help students begin to narrow their academic focus, culminating in their final capstone project. The CTE curriculum in which students engage during their 1st year and sophomore year will focus on three key trades: carpentry, electrical, and plumbing. These three areas provide students with

foundational skills that can transfer into virtually any other building trade as well as practical skills that will serve them in any career or college.

Recent research has noted students participating in CTE frequently find it enhances their overall high school experience. In fact, parents and students are twice as likely to report they are satisfied with their high school educational experience if they participate in CTE. In addition, nearly every state reports higher graduation rates for CTE concentrators compared to all students.<sup>22</sup> We believe the CTE options, combined with the early college model, will provide clearly defined pathways into higher education and beyond for each learner at CCCA.

As part of the charter development process, CCCA researched and visited several other educational institutions to inform the new school model. These included Academy for Career Education Charter High School (ACE, Reno, NV), University High School (Fresno, CA), Career Technical Education Charter High School (Fresno, CA), and Middle College High School (Santa Ana, CA). We spoke with school leaders, teachers, students, and parents about their experience in each of these schools, learning more about the successes and challenges in each model. All the schools we researched and visited have strong dual enrollment programs with high school students frequently obtaining 60 or more college units by the end of high school. Moreover, they all had strong cultures built through high expectations as well as hands-on and real-world learning. University High School, one of the top-performing schools in California, developed an impactful advisory component woven into every aspect of the school, a model we hope to realize at CCCA.

In addition to our research with educational institutions, we also consulted with a range of well-respected construction trade instructors from around the region. This included the founding director of Career Technical Education Charter High School (CTEC), Jonathan Delano. Additionally, Jonathan Schwartz, a renowned and well-respected CTE teacher and CTE Teacher of the Year, has been engaged as a consultant to the board. In addition to supporting the development and implementation of CCCA's overall program, Mr. Schwartz helped the founding team identify potential challenges facing graduates early in their postsecondary careers. Rather than implement an advisory program that does not connect with students, CCCA is thinking far ahead in our students' lives and designing an advisory program to prepare our students to meet these challenges head on. CCCA's advisory program, particularly the focus on social-emotional learning and reflection, will provide students with the knowledge and tools to support their social and emotional development as young adults.

### **Educated Person in the 21st Century**

CCCA is committed to delivering a quality education in the building trades, but we recognize students today also need to know what it means to be successful in the 21st-century workplace. Employers in all sectors of the economy want a workforce that knows HOW to work. Employers are asking educational institutions to teach students essential 21st-century skills rather than simply memorizing facts and formulas. Employers are seeking employees who understand what it means to collaborate, communicate, and solve complex problems. If education is going to meet the needs

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22 U.S. Department of Education. (2020). *Perkins Data Explorer*.  
<https://perkins.ed.gov/pims/DataExplorer/Performance>



of industry and prepare students for success, educators must prepare students to be 21st-century thinkers and learners.

Although this list of skills is not exhaustive, CCCA has identified several academic and nonacademic skills we believe an educated person in the 21st century must possess:

1. Analyze information, including complex texts
2. Ask probing questions and innovate new ideas
3. Formulate a thesis based on evidence
4. Problem solve
5. Think critically
6. Communicate effectively across disciplines
7. Advocate on behalf of themselves and others effectively
8. Be inquisitive
9. Collaborate with others

Nonacademic life skills an educated person in the 21st century must possess include the following:

1. Intrinsic motivation
2. Action orientation
3. Problem-solving skills
4. Effective communication in a variety of settings
5. Eagerness to learn new information and change their mind
6. Proclivity to hands-on learning
7. Perpetual tinkerers
8. Thoughtfulness about one's place in society

CCCA believes an educated person in the 21st century should be a responsible problem solver who is an effective communicator. These characteristics are encompassed within the five pillars of a CCCA student: collaboration, responsibility, grit, critical thinking, and leadership. These pillars have been developed based on numerous conversations with industry leaders and align with the preferred skills they look for during the hiring process. All key student work products, as well as each student's final portfolio, culminate with a final capstone project that reflects these five pillars.

#### Capital College & Career Academy's Five Pillars

1. **Collaboration:** As a safe inclusive learning environment, CCCA recognizes the importance of diversity in perspectives. Learners will obtain stronger outcomes when taking into account a range of ideas and viewpoints.
2. **Responsibility:** Students are responsible for their decisions. Through voice and choice, students will take responsibility of their learning and their future as they identify high-interest careers and learning topics.
3. **Grit:** Research indicates this single character trait is this biggest predictor of success. Observed, it is one's passion and perseverance for very long-term goals. Having stamina to work hard to make ones goals a reality. CCCA graduates must demonstrate a growth mindset through persistent effort.

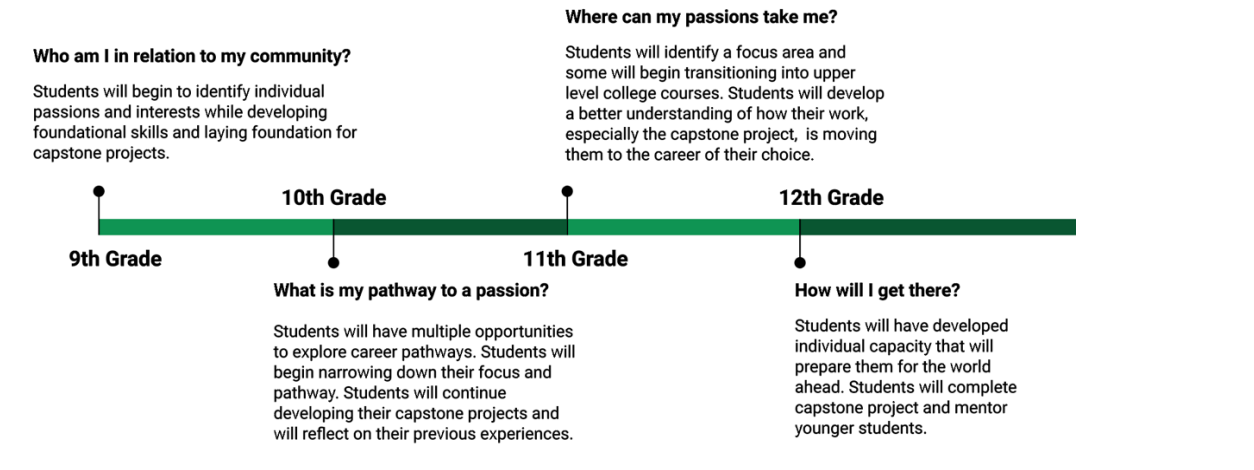
4. **Critical Thinking:** Through thoughtful analysis, students can think outside the box to provide real-world solutions to complex problems. Through an iterative process, students will become change agents in the community who do not simply accept the status quo.
5. **Leadership:** CCCA students participate in rigorous coursework and immersive internship opportunities. Students must overcome challenges and grow personally as they navigate through the 4-year curriculum. In so doing, students demonstrate internal growth and, by graduation, leave with such a range of skills and talents that they are prepared to be leaders in their communities.

**Advisory**

As discussed previously in Element 1, CCCA has thoughtfully considered the overall design and approach to advisory. The advisory structures have been informed by current peer-reviewed research, conversations, and site visits at model programs throughout the state. Many of the proposed structures come from best practices observed at University High School, one of the top-performing high schools in California. These advisory periods help students navigate the program in a safe and supportive environment while also providing opportunities for students to demonstrate growth within each of CCCA’s Five Pillars.

The advisory curriculum is guided by the following four driving questions:

- 9th grade: Who am I in relation to the community?
- 10th grade: What is my pathway to a passion?
- 11th grade: Where can my passions take me?
- 12th grade: How will I get there?



In the ninth-grade advisory, students are asked, “Who am I in relation to the community?” The goal in ninth grade is for students to begin to identify individual passions and interests while attaining foundational construction skills. Students will also start laying the foundation for their final capstone project. The capstone project, discussed in more detail below, is a final written and oral presentation to peers, faculty and staff, and industry professionals showcasing the student’s exploration and development during their time at CCCA. Students begin this process in ninth grade

by setting yearly and long-term goals as well as by building a digital portfolio and resume. Public service is also an important part of our model; students are required to complete one service project each year, developed and executed as part of their advisory group. The 1st-year advisory content helps students identify the impact they can have on the community at large. At the beginning of the 1st semester, advisors will hold individual parent–teacher meetings where students can share their goals for the year ahead. At the end of the 3rd quarter, students will present their initial digital portfolio to their parents during a student-led parent–teacher conference where they will articulate their baseline skills within each of CCCA’s five pillars.

The 10th-grade theme for advisory is, “What is my pathway to a passion?” By the end of the 10th-grade year, students will have participated in three rounds of job shadowing and will work with their advisors to begin narrowing down what their focus area and pathway will be. Research has shown adolescence is fundamentally about the process of identity formation and individuation. It is the time in life to start asking the question: “What do I want to do with my one wild and precious life?” (Cook-Degan, 2017). For this reason, the key focus in 10th grade is supporting students in this exploration. Students will continue adding to their portfolios and reflecting on the experiences they have completed. Advisors will participate in multiple field trips and, because of the small advisor-to-student ratio, pay careful attention to activities that pique their advisee’s interest. Again, a 3rd-quarter student presentation will demonstrate growth and force students to articulate their next steps as they begin moving closer to their capstone project. By the end of the 10th-grade year, students also will be moving into more rigorous college courses, and advisory provides another opportunity for support from peers and a trusted adult.

Students in 11th grade will have identified their focus area, and some will be transitioning into upper-level college courses. Many students at this point will be working during summers or taking additional courses during intersessions. For these reasons, the 11th-grade driving question is, “Where can my passions take me?” Although we recognize 11th grade is a challenging year, advisory affords us an opportunity to recenter students and focus on long-term postsecondary goals. This driving question forces staff and students to answer the “why” throughout the year and ensure students see that their work is moving them closer to a career or college degree. In addition, the off-campus industry partner becomes an integral part of the advisory class, and students will be asked to participate in on-campus activities to further bridge the gap between school and the real world.

In 12th grade, the advisory driving question is, “How will I get there?” By this point, students have identified individual passions, interests, and career goals. In 10th grade, they started the process of thinking about their next steps. In 12th grade, students finalize their capstone project and begin moving into the next phase of their life. By this point, students will pull together their final portfolio while reflecting on their growth within the Five Pillars of CCCA. The culminating year also requires seniors to mentor younger students and complete their community service project. This added layer of responsibility also encourages students to take on the role of leadership and mentorship that is so crucial in the younger grades. By this point, the advisors act more as a facilitator than an instructor. Students at this point will have built individual capacity that will ensure they are prepared for the world ahead.

## **High School Curriculum and Instruction**

CCCA will use a “four plus one” model meant to serve students in Grades 9–12 with additional support available to students pursuing a +1 year at American River College, Sacramento State, or during the 1st year in their chosen career. The letters of support found in Appendix K demonstrate commitments from American River College’s general education and CTE departments to enter into a formal dual enrollment agreement contingent on charter approval. Only schools in operation can enter into these formal dual enrollment agreements. Table 1B illustrates the proposed bell schedule. The Tuesday and Thursday schedule would take place on both the main campus and the satellite learning center. After the 1st semester of student’s 1st year, most students would be off campus for either 7th or 8th period, participating in either their career exploration or their college coursework. Students would continue to receive their required educational services on these days as dictated by their IEP, 504, or SST.

The school calendar will align as closely as possible with American River College (164 instructional days in 2022–2023). In compliance with Title 5, California Code of Regulations Section 11960, and Education Code Section 47612.5(a), CCCA will offer at least 175 days of instruction and at least 64,800 minutes of instruction time each year. CCCA may add up to 12 additional instructional days per semester for intercessions for a total of 188 instructional days. At this time, CCCA is reluctant to adopt a firm “one size fits all” program for intersession instructional days because we anticipate these days will be unique opportunities of learning time used to target students’ specific needs. Intersession instructional days may include all or part of the following: intensive skill development in reading, writing, and math; job shadowing; interview and resume preparation; internships; college visits; higher order executive functioning support; electives, schoolwide CTE competitions; community service projects; craft professional guest teacher days; social–emotional curriculum and support; entrepreneurial lessons and presentations; peer mentoring and peer tutoring; and genius days where students explore a passion and design a formal presentation to their peers. American River College’s academic calendar for the 2022–2023 school year is in Appendix G for reference.

**Table 1B: Proposed Bell Schedule**

<b>Monday/Wednesday/Friday</b>			
<b>Period</b>	<b>Time – Begin</b>	<b>Time – End</b>	<b>Minutes</b>
Academic Enrichment	7:25 a.m.	8:25 a.m.	60
1	8:30 a.m.	9:35 a.m.	65
2	9:40 a.m.	10:45 a.m.	65
3	10:50 a.m.	11:55 a.m.	65
Lunch	12:00 p.m.	12:30 p.m.	30
4	12:35 p.m.	1:40 p.m.	65
5	1:45 p.m.	2:50 p.m.	65

6	2:55 p.m.	4:00 p.m.	65
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Tuesday/Thursday			
Period	Time – Begin	Time – End	Minutes
Academic Enrichment	7:25 a.m.	8:25 a.m.	60
Advisory A	8:30 a.m.	9:10 a.m.	40
7	9:15 a.m.	10:25 a.m.	70
Break	10:25 a.m.	10:35 a.m.	10
7	10:35 a.m.	11:45 a.m.	70
Lunch	11:50 a.m.	12:25 p.m.	35
Advisory B	12:30 p.m.	1:10 p.m.	40
8	1:15 p.m.	2:25 p.m.	70
Break	2:25 p.m.	2:35 p.m.	10
8	2:35 p.m.	3:45 p.m.	70
Academic Enrichment	3:55 p.m.	4:55 p.m.	60

The Charter School’s instructional approach will prepare students for both college and career with a strong emphasis on immersive experiences and real-world application. Research-based best practices for STEAM education provide critical framing through which teachers will develop relevant academic units and collaborate with cross-curricular partners. All activities will be grounded in the Five Pillars of CCCA. For example, in English, students may be asked to identify the Pillars demonstrated by the main character in a novel. Meanwhile, project reflections will provide pivotal opportunities for students to be reflective learners who must note which pillars they embodied in their role. Cross-curricular, project-based learning will be the primary instructional strategy through which we will educate our students and prepare them for life after high school. Research and neuroscience both point to the strong correlation between cross curricular, project-based learning and positive learning outcomes.<sup>23</sup> Technology will be seamlessly integrated throughout each area of study; teachers will receive regular professional development designed to support the integration of technology into their learning experiences.

State standards will always drive our instruction, but we believe incorporating STEAM principles into our instructional practices will provide students with exposure to a broader range of analytical

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23 Barnes, J. (2012). An introduction to cross-curricular learning. In P. Driscoll, A. Lambirth, & J. Roden (Eds.), *The primary curriculum: A creative approach* (pp. 235–254). SAGE Publications.

and practical skills. STEAM-centered courses will prepare students for mastery of the Common Core State Standards (CCSS) through a thoughtful 6-step approach to instruction. First, teachers develop an essential driving question or problem for students to solve that is connected to the content standards. Students are then engaged in the learning process as they identify why the problem exists by seeking out background information and drawing connections to other core courses. In the third step, students begin to explore real-world solutions to the problem; students then are encouraged to apply the lessons and skills they have learned to develop their own solutions to the issue or problem. After the students have created a solution or composition, they are then required to present their own work and receive feedback from their peers and, in some instances, partners in the industry. In the final step, students reflect on their progress and their own learning (Institute for Arts Integration and STEAM, 2020). Through this process, which will play out daily, students are building skills the team believes an educated person in the 21st century should possess. The evidence of this growth is demonstrated not just in the five pillars of CCCA but also in the students’ final capstone project.

CCCA will not be a traditional trade school but rather will use the trades as an avenue to provide rigorous, real-world learning opportunities to all students. Now, in the 21st century, there is an increasing demand for a skilled workforce with tangible industry-recognized certifications and training. As we consider how our educational models prepare students for the world ahead, it is essential that schools adapt to address these needs, yet many schools continue to track students and force those who are “not college ready” into CTE programs.

CCCA will not only offer a rigorous college preparatory curriculum but will do so in a format that spirals into deeper depths of knowledge depending on students' chosen pathway. Regardless of the pathway students choose, their work-based learning will begin with foundational skills. To achieve this, the on-campus CTE courses start with safety and construction fundamentals before students begin moving into the work-based learning component where they dive deeper into certifications aligned with their business partner. For those seeking to advance in the skilled trades, an in-kind donation of the NCCER coursework ensures students are securing real-world certificates that can lead to an accelerated entry into a certified apprenticeship upon graduation. All students, regardless of their pathway or focus area, will be CPR certified and will receive an industry-recognized safety certificate (OSHA 10) by the end of their ninth-grade year. Based on feedback from our various industry partners, these focus areas will prepare students regardless of the higher education pathway they choose. The multiple pathways CCCA will offer will all lead to tangible certifications, real-world job experience, and college units.

An outline of the courses available to students is presented in Table 1C. The second column demonstrates the UC/CSU minimum requirements.

**Table 1C: CCCA Course Offerings**

Subjects	Capital College & Career Academy	UC/CSU Entrance Requirements
English	Year 1 English 1 Year 2 English 2	4 years of college-preparatory English

	Year 3 English 3 Year 4 ERWC	
<b>Social Studies</b>	Year 1 Year 2 World History Year 3 US History Year 4 .5 Govt/ .5 Econ	1 year of world or European history and 1 year of U.S. history
<b>Math</b>	Year 1 Applied Construction Math I (Integrated 1 equivalent) Year 2 Applied Construction Math II Year 3 Applied Construction Math III Year 4 Pre-Calculus/ Statistics	3 years of college-preparatory mathematics including algebra 1 and sufficient geometry
<b>Science</b>	Year 1 Biology* Year 2 Chemistry Year 3 Physics Year 4	2 years of lab science
<b>PE</b>	Year 1 PE Year 2 PE Year 3 Year 4	Not Required
<b>World Language</b>	Year 1 Spanish 1 Year 2 Spanish 2 Year 3 Spanish 3 Year 4 Spanish 4	2 years of same language
<b>CTE</b>	Year 1 Introductory Craft Skills Year 2 Construction Technology Year 3 Industry Specific Certifications** Year 4 Industry Specific Certifications**	1 year college preparatory electives
<b>Art</b>	Building Information Modeling Construction Arts Construction Technology	1 year (A-G) approved arts course
<b>Capstone Project</b>	Experiential learning project accounting for 10 units awarded in 12th grade takes place in multiple courses including CTE, academic courses, and advisory over 4 years	Not Required

\*Students meet California health requirements through Biology course content

\*\*Industry-specific certifications will be driven by student interest and industry alignment

CCCA graduation requirements require students to exceed those needed for entrance into the UC and CSU. The full list of graduation requirements is outlined in Table 1D.

**Table 1D: CCCA Graduation Requirements**

Our graduation requirements go beyond the UC A-G requirements and reflect our school’s mission to empower our graduates to become leaders and critical thinkers who act as change agents for their community

English (4 years)	40 Units
Social Studies (3 years)	30 Units
Math (4 years)	40 Units
Science (3 years)	30 Units
PE (2 years)	20 Units
World Language (2 years)	20 Units
CTE (2 years)	20 Units
Performing and Fine Arts (1 year)	10 Units
Capstone Project	10 Units
<b>Total Required Units</b>	<b>220 Units</b>

The founding team recognizes the importance of setting high standards but also recognizes the need for multiple layers of support to ensure students can be successful. Part of this can be found directly in the bell schedule noted above. Specific homework support times are scheduled at the start and end of each block day. As part of a multitiered system of support, grade checks will be conducted on a bimonthly basis. Students are required to turn in signed grade sheets on the other weeks of the month to ensure parents are informed of their student’s academic progress. A full description of our academic support process is attached in Appendix H.

In addition to the academic support available for all students, CCCA is also eager to provide a high-quality public school option for students with disabilities. Our team believes strongly in creating a welcoming environment for all students; to that end, we will ensure all our programs are as accessible as possible for every student. We will work closely with students, families, and their IEP teams to ensure students with disabilities receive all required accommodations to be successful in the programming CCCA and our partners will offer.

To develop the curriculum, CCCA has partnered with industry professionals, the Los Rios Community College District, the National Center for Construction Education and Research, and the California Department of Education. The board of directors, including those with EL, higher education, and industry experience, have all been instrumental in the creation of the course sequence. CCCA will seek approval of its high school courses from the University of California to meet A-G requirements. Multiple pathways are provided to ensure students satisfy the A-G requirements. College coursework from American River College already meets A-G requirements. CCCA will seek accreditation by the Western Association of Schools and Colleges for courses to be considered transferable by other public high schools. As the Charter School will serve only students in the ninth grade during its 1st year of operation, CCCA will seek accreditation beginning in its 2nd year of operation. Parents and students will be updated on this process via our public social media pages: Facebook, Twitter, the CCCA website, and our weekly family updates. CCCA will also notify students of both course eligibility and transferability. This will take place via our parent and student handbooks and course catalog. Through these resources and individual counseling meetings with families, CCCA will ensure all families understand how individual



courses offered at CCCA meet college entrance requirements and guidelines around course transferability.

Examples of these currently approved courses can be found in Appendix I but are described below in more detail. To frame this discussion, our baseline course sequence is provided in Table 1D. Traditional core courses will be guided by cross-curricular collaboration and assignments that overlap with students' CTE course.

Please note, in the initial operating year, physical education (PE) will only be offered if funding allows. Electives built into junior year would allow the 2nd required year of PE to occur during the junior year of our initial cohort of students if a teacher is not in place Year 1. Mandatory study skills, a CTE class focused on fundamentals, and foundational college courses ensure students have a strong understanding before moving into more challenging concepts. The 1st-year course sequence, along with the initial iReady assessment, will ensure CCCA staff can quickly identify students in need of additional layers of support. The proposed staffing plan can be found below.

Capital College and Career Academy Budget planning			25:1 staffing ratio required			Additional staff		
Year 1 2023-24	FTE	10.625	Year 2 2024-25	FTE	16.125	Year 3 2025-26	FTE	21.875
1 Teacher (English)	\$ 65,000.00		1 Teacher (Social Studies)	\$ 66,300.00		1 Teacher (Art)	\$ 67,626.00	
1 Teacher (Math)	\$ 65,000.00					1 Teacher (English #2)	\$ 67,626.00	
1 Teacher (Science)	\$ 65,000.00					1 Teacher (Math #2)	\$ 67,626.00	
1 Teacher (CTE)	\$ 65,000.00					1 Teacher (CTE #2)	\$ 67,626.00	
1 Teacher (World Language)	\$ 65,000.00							
<i>Teacher (Cert PE) - see Year 2</i>			<b>1 Teacher (Cert PE)</b>	<b>\$ 66,300.00</b>				
<i>Substitutes</i>	\$ 9,750.00		<i>Substitutes (growth over PY)</i>	\$ 4,173.00		<i>Substitutes (growth over PY)</i>	\$ 8,393.58	
<i>Stipends</i>	\$ -		<i>Stipends (Growth over PY)</i>	\$ 11,602.50		<i>Stipends (Growth over PY)</i>	\$ 6,994.65	
1 Education Specialist	\$ 65,000.00		<b>1 Counselor - Academic/Social Emotio</b>	<b>\$ 71,400.00</b>				
0.125 Counselor - Academic/Social Em	\$ 8,740.00							
1 Site Director	\$ 80,000.00		1 Assistant Site Director	\$ 74,000.00		1 SPED Director	\$ 75,480.00	
0.75 Instructional Aide (Hourly, PT)	\$ 18,900.00		0.75 Instructional Aide (Hourly, PT)	\$ 19,278.00		0.75 Instructional Aide (Hourly, PT)	\$ 19,664.00	
0.75 Nutrition Assistant	\$ 18,900.00		0.75 Nutrition Assistant	\$ 19,278.00				
1 Custodian	\$ 36,000.00							
1 Office Manager	\$ 45,000.00							
	<b>\$ 607,290.00</b>			<b>\$ 332,331.50</b>			<b>\$ 381,036.23</b>	
			PY salaries & wages	\$ 607,290.00		PY salaries & wages	\$ 952,657.50	
			Rate increases	\$ 13,036.00		Rate increases	\$ 28,542.20	
	<b>\$ 607,290.00</b>			<b>\$ 952,657.50</b>			<b>\$ 1,362,235.93</b>	

Year 4 2026-27		FTE	27.625	Year 5 2027-28		FTE	29.375
1 Teacher	\$	68,979.00		1 Teacher	\$	70,359.00	
1 Teacher	\$	68,979.00					
1 Teacher	\$	68,979.00					
1 Teacher	\$	68,979.00					
<i>Substitutes (growth over PY)</i>		\$	8,723.81	<i>Substitutes (growth over PY)</i>		\$	2,731.57
<i>Stipends (Growth over PY)</i>		\$	7,269.84	<i>Stipends (Growth over PY)</i>		\$	2,276.30
0.75 Instructional Aide (Hourly, PT)	\$	20,057.00		0.75 Instructional Aide (Hourly, PT)	\$	20,458.00	
1 Attendance	\$	45,000.00					
		\$	<b>356,966.65</b>			\$	<b>95,824.87</b>
PY salaries & wages	\$	1,362,235.93		PY salaries & wages	\$	1,745,628.86	
Rate increases	\$	26,426.28		Rate increases	\$	33,773.98	
		\$	<b>1,745,628.86</b>			\$	<b>1,875,227.71</b>

All courses that include a catalog number will be taught by American River College faculty. Remaining courses will be taught by CCCA’s high school teachers. The standards-aligned core curriculum for each of our high school course offerings is detailed in Table 1E. We recognize developing curriculum is a dynamic process that relies upon teacher expertise and familiarity with the standards, the student population, and their readiness for learning. In each case, we expect educators to demonstrate flexibility with the adopted curriculum while ensuring fidelity to state standards. CCCA’s proposed lead teacher, John Pellman, has substantial CTE experience and has led the adoption and implementation of integrated curricula at several school sites in his expansive career. Working collaboratively with the site director, staff meetings, particularly in the first years of operation, would center on development and implementation of the proposed curriculum. It is important to note that the curriculum outlined below is our team’s proposal and is subject to change after further discussion and review by content experts in each subject area. This course sequence and the accompanying dual enrollment opportunities are grounded in research indicating that the “most successful dual enrollment programs not only incorporate the characteristics best suited to their students, communities and economics, but do so by integrating rigorous academics with

demanding career and technical education, comprehensive student support services and relevant work-based learning opportunities.”<sup>24</sup>

**Table 1D: CCCA Base Course Sequence**

<b>Ninth-Grade Course Outline (Proposed)</b>	
<b>Fall</b>	<b>Spring</b>
English 9	English 9
Applied Construction Math 1	Applied Construction Math 1
Biology	Biology
Physical Education	Physical Education
Foreign Language	Foreign Language
Introductory to Craft Skills	Introductory to Craft Skills
Block Day	
HCD 310 College Success (3 units)	HCD 499 Experimental Offering in Human/Career Development (3 units)
Study Skills	Career Exploration

<b>10th-Grade Course Outline (Proposed)</b>	
<b>Fall</b>	<b>Spring</b>
English 10	English 10
Applied Construction Math II	Applied Construction Math II
Chemistry	Chemistry
Physical Education	Physical Education
Foreign Language	Foreign Language
Construction Technology	Construction Technology
Block Day	
Dual Enrollment	Dual Enrollment/Elective
Career Exploration	Career Exploration

<b>11th-Grade Course Outline (Proposed)</b>	
<b>Fall</b>	<b>Spring</b>
English 11	English 11
World History	World History
Applied Construction Math III	Applied Construction Math III

24 Edwards, L., Hughes, K. L., & Weisberg, A. (2011, October). Different approaches to dual enrollment: Understanding program features and their implications. The James Irvine Foundation. <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollmentprogram-features-implications.pdf>

Physics	Physics
Elective	Elective
Elective	Elective
Block Day	
Dual Enrollment/Elective	Dual Enrollment/Elective
Internship	Internship

<b>12th-Grade Course Outline (Proposed)</b>	
<b>Fall</b>	<b>Spring</b>
ERWC	ERWC
Government	Economics
Precalculus	Precalculus
U.S. History	U.S. History
Capstone	Capstone
Elective	Elective
Block Day	
Dual Enrollment/Elective	Dual Enrollment/Elective
Internship	Internship

During the fall of the 1st year, students will be provided with the foundational skills needed for the construction trades with a heavy emphasis on safety. During the 1st semester of the 1st year, students will also obtain their OSHA 10 and CPR certificate in the Introductory to Craft Skills course and their health class, respectively. Students in the 1st-year English class will articulate goals, create a resume, and create a digital portfolio, all of which they will add to monthly during their time at CCCA. An integrated construction math course will allow for greater connections between CTE work and the core curriculum. During the spring semester, CCCA will host a career exploration fair where all 1st-year student will have the opportunity to explore a trade and company of their choosing. Students will spend at least 20 hours shadowing a project manager or other project lead as they gain greater insight into the construction industry.

During their sophomore year, students will experience two additional rounds of these work-based explorations. During this time, students will continue identifying the type of trade and work environments they are most comfortable working in. Hours completed during these exploratory phases will be applied to several existing programs available through Harbor Freight, Platt Electrical, and United Rental, which in turn can outfit students with their own personal toolsets they can take with them to job sites during their field experiences in the upper grades. Education on safe use of these tools will be embedded in instruction. Commitments from regional employer partners is demonstrated in Appendix B and in our employer interest form that can be made available upon request.

At the start of a student’s junior year, another job fair will be held on campus. At this point, junior students will be “married” to a company for the next 2 years and will begin their trade

concentration. Students will participate in the Work Experience Education curriculum that allows them to do tangible work on a job site while receiving high school credit. At this point, students begin the partnership with their industry sponsor. Those focused on skilled trades, will dive into trade-specific curriculum. The NCCER curriculum can be digitized so each journey person can monitor and track skills and tasks students are completing on the job site or at an apprenticeship. This digitalization will also help CCCA facilitate more targeted discussions as students move toward completion of the certificate. Each graduating class will have at least one academic coach tasked with monitoring students' academic and social growth. As students move closer to graduation, the number of college courses also increases. Senior economics will focus heavily on personal finance and job preparation. The addition of a summer bridge program has also been discussed to assist students who may be struggling with the rigorous course load.

By senior year, most students are immersed fully in their college curriculum and are working toward finalizing their capstone project. The capstone project requires students to present a final digital portfolio they have been building since their 1st year. These presentations require students to address their growth in each of CCCA's five pillars. These presentations are made to a combination of teachers, community members, and industry professionals. Students will share work samples and individual growth during their time at CCCA. A sample of the rubric is attached in Appendix J.

Included below is a description for each of the core subjects CCCA proposes to offer. Detailed course descriptions, sample course outlines, summative and formative assessments, curricular materials, and alignment with California State Standards can be found in Appendix I. All outlines are taken from currently existing UC A-G approved courses. When selecting courses, the team identified classes that provided hands-on, project-based learning opportunities. As noted above, research and neuroscience both point to the strong correlation between cross curricular, project-based learning and positive learning outcomes.<sup>25</sup> Therefore, this became a guiding principle when identifying the proposed course offering. The team also prioritized classes that allowed for multiple pathways to ensure students remained UC A-G eligible. Courses were chosen only after robust consultation with curriculum experts as well as higher education and industry partners. Once the charter is approved and as staffing grows, CCCA will begin the formal process of ensuring its course offerings are UC A-G approved. Given that the proposed courses are modeled after existing classes, this is a much easier process. Schools can model after courses already approved at another school using the "model after another institution's course" feature on the A-G CMP.

### **Math**

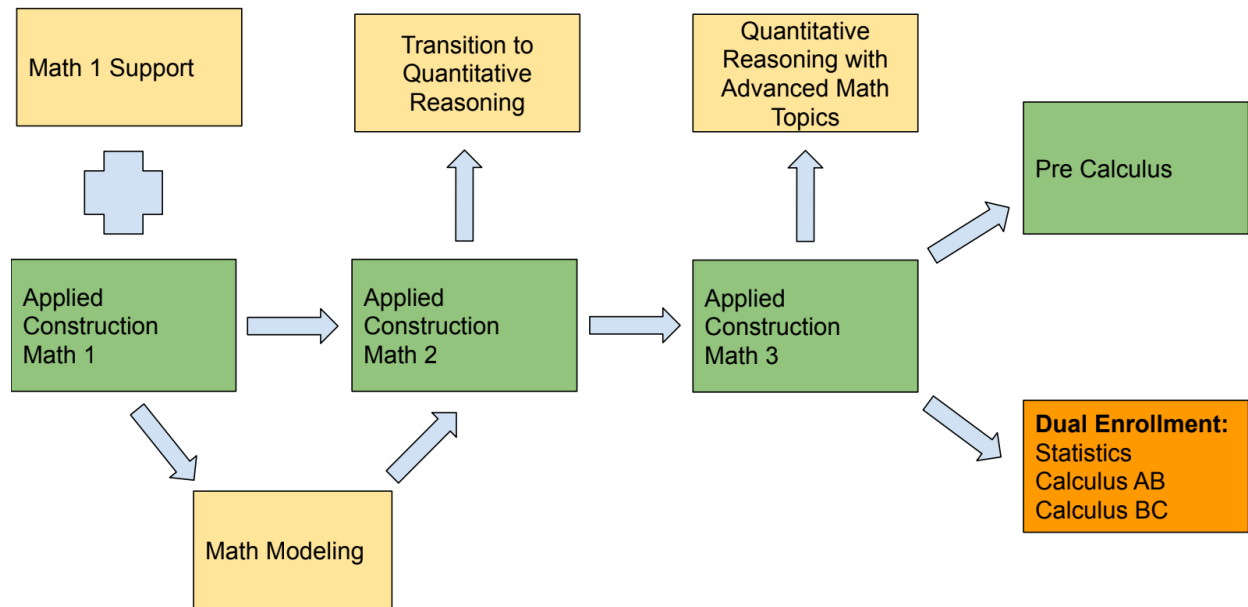
CCCA's mathematics instruction will be developed using CPM Core Connections as a framework. Appendix I provides individual course outlines for Math 1 through precalculus. The course outlines reflect existing, UC A-G-approved courses that have an integrated construction component. Please note that the proposed math sequence is based on full enrollment and subject to modification. CCCA recognizes a graduation requirement of 4 years of math is ambitious. To address the diverse needs of all learners, CCCA plans to implement a robust math sequence

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<sup>25</sup> Barnes, J. (2012). An introduction to cross-curricular learning. In P. Driscoll, A. Lambirth, & J. Roden (Eds.), *The primary curriculum: A creative approach* (pp. 235–254). SAGE Publications.

allowing students multiple opportunities to fulfill the 4-year graduation requirement. The team has also identified cross-curricular, project-based learning courses, such as Math Modeling and Engineering Geometry With Physics, as unique solutions to help students progress through the traditional math sequence while remaining UC A-G eligible. For example, a student who does not earn a C or higher in Math 2 could fulfill this UC A-G requirement by completing the proposed high school physics class. The Math 1 course is modeled after the Quantitative Mathematics in Industry A-G approved course offered at Career Technical Education Charter. Using this course as a framework, instruction will incorporate various project-based learning components used in the Construction 2 Math class at Santa Clara High School (also A-G approved).

CCCA’s Math 2 will be developed using Integrated Math 2–Construction Trades as a model. CCCA’s Math 2 course will also include components of the Construction Geometry course found in Appendix I, which provides construction examples and math lab exercises to illustrate geometry principles. The Math 3 class will mirror the Integrated Math 3 STEM course. Concepts and approaches used in Career Technical Education Charter’s Advanced Applied Mathematics course will be adopted to connect the instructional content with the construction trades more closely.



**Science**

In alignment with the Next Generation Science Standards (NGSS), CCCA proposes to implement a cross-curricular, project-based learning approach to the content. Much like math, the loose definition of the construction industry remains a central thread through all core classes. The team proposes a three-course science sequence that will begin with Biology. CCCA’s Biology course will be modeled after Biological Connections to Energy and Environment, an existing UC A-G-approved course. Sex education will be included in the course to ensure state sexual education requirements are fulfilled. Per the course description, the class is “a hands-on, biological exploration of cellular biology and the variety of chemical reactions that occur in specialized areas of organisms’ cells. Specific attention is paid to energy acquisition and use in living organisms, complex ecosystems, and the changing environment. This includes a fundamental look at cell type,

function, and structure. Students compare energy sources for plants and animal cells with renewable and non-renewable energy use by humans. Specific aspects to CTE include an understanding of energy types, energy calculations, and how energy is derived from a variety of natural and manmade sources.”

Tenth-grade students at CCCA will participate in a chemistry course modeled after the Solving Local and Global Building Challenges UC A-G approved science course. The course description explains students enrolled in the course will “explore a variety of Chemistry concepts to understand how such knowledge can be used to engineer tools, products, or systems for using energy to meet human needs. Some examples include water purification, energy storage options, and energy needs for communities.”

The final proposed high school science course in the sequence is a physics class approved as Engineering Geometry with Physics. As previously stated, this course not only fulfills the UC A-G science requirement but also fulfills the Math 2 requirement as well. The course description highlights the alignment with CCCA’s programming as it offers “project-based learning strategies to ensure adequate ramping and integration of content knowledge and requisite skills in the three focus areas of Geometry, Engineering, and Physics.” The hands-on approach to science found in each of these courses will ensure all learners are engaged and building meaningful connections with core concepts. Full course descriptions, unit outlines, and assessments may be found in Appendix I.

### **English**

The English curriculum at CCCA will be modeled after existing UC A-G-approved courses found in Appendix I. The team identified these specific courses due to their close alignment with the three key English Language Arts Common Core State Standards: reading, writing, and speaking. In addition, the literature and units of study are relevant not only to CCCA’s career development work but also to our targeted student population. CCCA’s proposed English classes have extensive cross-curricular collaboration opportunities that will be enhanced further through relevant and engaging real-world culminating activities. The courses also complement CCCA’s advisory themes and build off topics addressed in the Study Skills class. CCCA’s curriculum team felt the writing- and reading-intensive high school classes proposed by CCCA will ensure young learners are well positioned to succeed in the college courses. CCCA’s curriculum development team also wanted to ensure all students had access to college preparatory coursework. In accordance with AB 2735, English language learners would participate in the traditional course offering with integrated supports described below.

Recognizing CCCA’s proposed locations are in areas where there are high immigrant populations, the team recognizes the potential need for additional course curricula concentrated on English language development (ELD). For students who recently arrived in the United States, a supplemental ELD course could be offered as an elective on Tuesday and Thursdays. The offering of this course would be largely contingent upon student needs. A sample course outline for this elective, which also satisfies the UC A-G English requirement, can be found in Appendix I after the A-G English 12 course outline. The course proposes to use iLit instructional resources. As is the case in our classes, the proposed ELD course focuses on reading, writing, and speaking. There is an added emphasis on listening for participating students as they seek to increase their English

language proficiency. A description of these resources is also provided and factored into the proposed budget. This course provides an additional pathway for students to fulfill their graduation requirements while also remaining UC A-G eligible.

### **Social Studies**

Coursework in social studies will also be modeled after existing courses as shown in Appendix I. Again, courses will incorporate industry experts and focus on project-based learning with a consistent theme of construction across all subject areas. The World History Through Film course was selected because of the engaging units and the rigor of the proposed culminating unit assessments. Visual media and corresponding Socratic seminars ensure there are low barrier opportunities for all learners, including ELs and students with disabilities, to access the content.

The U.S. History class will be modeled after Engineering America: U.S. History + Engineering & Architectural Design. The class will discuss history through the lens of the built environment and will center on engineering and architecture. The culminating activity for the course requires students to evaluate the successes and failures experienced in developing communities. This type of exercise positions students to think critically about their own communities and the impact they can have through the built environment. This course adds to the proposed Design 300 dual-enrollment course students would take in the 1st semester of their sophomore year, which provides the foundations of design principles.

Finally, CCCA proposes to model the Government and Economics course after Water Policy to Water Wars: The Role of Economics and Government on Our Most Precious Resource. Once again, the team sees this course as an opportunity for integration between science and English topics while fostering connections between students and their communities. Topics covered in the course (public policy, financial constraints, supply and demand, and regional geography) all provide opportunities to draw connections with the work occurring during their community internships. Like all our educators, CCCA's social studies instructors will collaborate closely with their peers teaching English to ensure alignment, particularly on project rubrics that reflect student mastery on the reading, writing, and speaking components of the Common Core State Standards. The founding team at CCCA feels the topics covered and the emphasis on critical thinking skills in both English and social studies courses helps support the development of well-rounded leaders in the community.

### **Career Technical Education**

For 1st-year and sophomore CTE courses, the team proposes to use the NCCER curriculum. An in-kind donation allows the team to use the curriculum free of charge for the first 2 years of operation. NCCER is published by Pearson and recognized by both union and nonunion apprenticeships nationwide. Moreover, the curriculum is stackable with other construction trade curriculums (e.g., MC3 and BITA). In the 1st year, students will participate in the NCCER Core Curriculum. The NCCER Core Curriculum is a foundation and prerequisite to all other Level 1 craft curricula. Modules cover topics such as basic safety, communication skills, and introduction to construction drawings. Completing this curriculum gives trainees the basic skills needed to continue education in any craft area they choose. Upon successful completion of this course, students will receive the OSHA 10 Hour Construction Industry Certification and NCCER Core



Curriculum Certification. A UC A-G College Preparatory Elective (G) has already been approved and is attached in Appendix I to provide a more comprehensive outline of the class.

In sophomore year, students will participate in their second foundational CTE course titled Construction Technology. The course description explains students will “apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real world connections between construction, and math using construction documents that include creating construction drawings, detailed project plans, and student-centered construction assignments.” The Construction Technology course uses a hands-on curriculum blending academic knowledge and technical skills. Successful completion of the curriculum satisfies pre-apprenticeship requirements for the National Building Trades Council.

### **Electives**

CCCA believes all learners must have a strong grasp of their academic expectations and feel supported as they experience increased independence and maturation. A semester-long Study Skills course will help provide some of the support necessary to help students develop long-term skills. The course is designed to teach ninth-grade students useful tools and strategies they can immediately apply to their coursework, support the development of longer term habits to ensure consistent academic success, and help support the transition from middle school to high school. Through this course, students will build greater self-awareness of how they learn most effectively and how to articulate what they need to help them succeed. Students will participate in activities to help them learn how to get organized, create effective study habits, and use the best kind of planner for their organizational style. The course will fulfill a UC A-G elective requirement and will be modeled after the Study Skills course found in Appendix I. Additional proposed elective courses that could be added in future years are also included. These courses fulfill the performing and fine arts requirements but also relate directly to the CTE work and industry internships.

### **Foreign Language**

CCCA proposes its foreign language offering will be limited to Spanish for the initial term of the charter petition. The team recognizes, as student demographics change, additional language course offerings may be provided. The addition of other foreign language courses should not necessitate a material revision of the petition.

Much like the English courses, the Spanish curriculum at CCCA is grounded in authentic dialogue and communication between students. The team proposes to build its 3-year course sequence and classroom activities around the three communication modes of the World-Readiness Standards. The three modes are interpersonal communication, interpretive communication, and presentational communication. To achieve this goal, the team proposes to follow the course models found in Appendix I and pair them with the digital textbook and online resources found in Voces Digital. Costs for this have been factored into the charter’s budget assumptions. Students will be expected to listen, speak, and write in Spanish as they move through the course sequence. Much like the other classes at CCCA, project-based learning and cross-curricular opportunities will be central to the delivery of content. With American River College currently offering a Spanish 4 course to schools participating in their dual-enrollment program, the team sees this as a viable 4th-year option to ensure students can obtain the Seal of Biliteracy distinction upon graduation.

## Integrated Curriculum

Another unique feature of the CCCA experience for students will be our use of an integrated curriculum approach. An integrated curriculum implies learning synthesized across traditional subject areas and learning experiences designed to be mutually reinforcing. At CCCA, this will mean capitalizing on our students' interests in building, designing, tinkering, and constructing to give more relevance to students' core subject courses. Rather than having students learn math, English, science, and social studies in isolation, we intend to capitalize on students' interests to avoid questions such as "Why am I learning this?" We will support our students' understanding of how different content areas are connected through this integrated curriculum approach.

An example of an integrated curriculum project is the building of the Golden Gate Bridge, a study that reaches across content areas. In math, students might calculate how much concrete was poured and how that compares to modern building materials/methods. Physics courses will explore how the form of bridge helps support the weight of the bridge. In history courses, students will learn more about why the bridge was built and how it transformed Northern California. In English class, students will read about the how the bridge was built and read the personal stories of those who did the building.

To successfully adopt an integrated curriculum, there must be a common theme engaging all students and collaborative staff who will work together to align instruction. CCCA will have both ingredients. We will take time to plan, implement, and evaluate our integrated curriculum approach to keep students engaged and motivated and to ensure learning is relevant.

**Table 1E: Curriculum & Instructional Materials**

Subject	Course	Curriculum & Instructional Materials
Math	Applied Construction Math I	CPM Core Connections 1 <i>Math for Carpentry and Construction (Goodheart-Willcox), Applied Construction Math (Pearson)</i>
	Applied Construction Math II	CPM Core Connections 2, <i>Wood Technology &amp; Processes (McGraw-Hill)</i>
	Applied Construction Math III	CPM Core Connections 3
	Precalculus/Statistics	Illustrative Mathematics
English	English 1	Match
	English 2	Match
	English 3	Match
	English 4	ERWC
	English Language Development 1	iLit

Social Studies	World History	New Visions/Teacher-developed
	U.S. History	New Visions
	Government/ Economics	Teacher-developed
Science	Biology	Model Based Biology (MBER- Bio), <i>Environment and You Plus Mastering Environmental Science (Pearson)</i>
	Chemistry	pdxstem, <i>Chemistry in the Community (The American Association of Chemistry Teachers)</i> , <i>Engineering Your Future (Oxford)</i>
	Physics	<i>Conceptual Physics (Pearson)</i>
CTE	Introductory to Craft Skills	<i>NCCER Core Curriculum: Introductory to Craft Skills (Pearson)</i>
	Construction Technology	<i>NCCER Construction Technology (Pearson)</i>
Foreign Language	Spanish 1	<i>Voces digital, Teacher-developed</i>
	Spanish 2	<i>Voces digital, Teacher-developed</i>
	Spanish 3	<i>Voces digital, Teacher-developed</i>

### Extended School Closures

The proposed charter has been thoughtfully designed to meet the needs of learners in the 21st century. From wildfires to global pandemics, it is critical that a school prepares for inevitable uncertainty. Although the Charter School will include a traditional school campus, the use of satellite learning centers will be a key component of CCCA’s instructional program. These satellite learning centers will expand access for those living in peripheral areas of the county while also providing students greater access to their business partners. Students reporting to these spaces may engage in asynchronous community college courses before or after job shadowing.

If state or local authorities, including SCCOE, restrict in-person instruction because of public safety concerns, the CCCA team is prepared to promptly transition to an entirely virtual model. The safety of our students and faculty is always our top priority; best practices and protocols for virtual operation will be included in the summer onboarding process for all employees. Due to the nature of the construction industry, many credentials can now be achieved through online programs. The team would use the Elements of Exemplary Independent Study designed by the California Department of Education to help guide the distance learning curriculum.<sup>26</sup> The executive director also has extensive experience working in a hybrid program, which would prove valuable if such a transition were needed. We recognize it is impossible to prepare fully for every

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26 California Department of Education. (2020). *Elements of exemplary independent study*.

disaster scenario but believe it is our responsibility as educators to minimize disruption for our students and continue to provide a high-quality education when it is safe to do so.

There is new evidence that the transition to virtual learning due to COVID-19 increased the number of students dropping out of high school in California.<sup>27</sup> As a high school serving an urban metro area with high rates of poverty, we recognize our important responsibility to ensure all our students remain in school and graduate. In addition to programmatic changes, CCCA will rely heavily on our advisory program to facilitate communication between CCCA and every student we serve. Communication is an essential element within CCCA's response to future pandemic-like events. We anticipate advisors will be responsible for engaging their advisory students to ensure students are safe and have equipment and access to our virtual learning platforms. If virtual learning is anticipated for a longer period, advisors will engage with their students throughout the school day and semester to provide instruction and other support. We believe this personal connection between the student and their advisor, in addition to their other instructors, will allow advisors to identify potential challenges early and mitigate problems. Advisors will be directly supported by our counseling and student support teams and provide direct support as needed. In the event our advisory leads are also impacted by adverse events, we will designate alternate points of contact in the event advisors are unable to take the lead on direct student communication.

Our responsibility to comply with the Individuals With Disabilities Education Improvement Act of 2004 (IDEA) and provide required services to students with disabilities does not change if in-person learning is restricted; planning for continued provision of services is an important planning priority for the CCCA leadership team. CCCA will work closely with our service providers and the Special Education Local Plan Area (SELPA) to develop clear protocols for service provision in the event of an emergency. CCCA looks forward to engaging the SELPA and other partners to identify and codify best practices from the COVID-19 pandemic to develop thoughtful plans to address the needs of our students with disabilities.

The construction industry is considered an essential service, and construction projects across the county have continued unabated during the current pandemic. We anticipate the industry will continue to be exempt from similar public orders leading to potential conflicts in which business operations continue while schools are shuttered. As our primary responsibility is always the safety of students in our charge, field experiences and apprenticeships will always align with the status of CCCA. Students will not be allowed to participate in any in-person events if CCCA is restricted from in-person instruction. A positive outcome of the COVID-19 pandemic has been the development of robust virtual learning experiences; the construction industry has quickly adopted video as an effective instructional tool with a particular focus on safety practices. These are positive developments, but CCCA believes practical, on-the-job experience will best prepare students for success careers. To that end, we are thoughtful in engaging our partners in the industry about how best to provide practical experiences to students in a virtual model and will ensure conditions are defined clearly through MOUs with industry partners.

## **Dual Enrollment and Advanced Education**

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<sup>27</sup> <https://calmatters.org/education/2021/01/california-schools-record-enrollment-drop/>

Since the passage of AB 288 in 2015, dual enrollment has increased over 60% statewide.<sup>28</sup> More and more, students and families are taking advantage of this opportunity for high school students to earn credits toward an associate or bachelor's degree while still in high school. This opportunity will be a cornerstone of CCCA students' educational experience. In contrast to state policies largely limiting dual enrollment participation to high-achieving students, research indicates that middle-achieving high school students (whose grades or assessment scores fall just short of college readiness measures) not only can be successful in dual enrollment coursework, but also can reap substantial benefits from program participation.<sup>29</sup> Having CCCA students participate in dual enrollment and advanced education while in high school honors our commitment to making a college degree attainable for families and puts students on a path to entering the workforce with industry-aligned skills. These programs are another sign of our commitment to solving the employment and opportunity gaps that exist for far too many students and families.

The unique school schedule discussed previously is designed intentionally to foster increased access to college courses, whether through a formal dual-enrollment pathway or through advanced education opportunities. Initially, these higher education opportunities will take place at American River College and Sacramento State. As enrollment increases and CCCA expands its learning center footprint, the team anticipates building additional pathways with other Los Rios institutions. Once again, when travel time is accounted for, students cannot be served as well in a single district. As described extensively above, CCCA's learning centers significantly reduce the amount of travel time to these college campuses, ultimately reducing learning loss and further demonstrating CCCA's unique model necessitates the countywide benefit designation.

CCCA's robust college pathways were created in partnership with the California Coalition of Early & Middle Colleges, Sacramento State, and American River College. Multiple differentiated pathways ensures all students are exposed to college course work. The proposed base pathway for students involves two Human and Career Development (HCD) courses in a student's 1st year and an Introduction to Design course in the 1st semester of their sophomore year. These asynchronous classes are meant to build student competency and develop a strong foundation before students begin taking more rigorous coursework. This is built off of research indicating that, participation in a student success or College 101 course increases the likelihood that students will complete college.<sup>30</sup> The asynchronous nature of courses also ensures a trusted CCCA staff member can supervise students properly and ensure they are making adequate academic progress. The 1st-year dual-enrollment courses, by their very nature, are meant to be a low-barrier indicator to determine whether a student is ready for more rigorous coursework in ensuing semesters. Following the successful completion of these courses, students have several higher education pathways from which to choose.

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28 <https://www.ppic.org/publication/dual-enrollment-in-california/>

29 Edwards, L., Hughes, K. L., & Weisberg, A. (2011, October). Different approaches to dual enrollment: Understanding program features and their implications. The James Irvine Foundation. <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollmentprogram-features-implications.pdf>

30 Zeidenberg, M., Jenkins, P. D., & Calcagno, J. C. (2007, June). *Do student success courses actually help community college students succeed?* Columbia University, Teachers College, Community College Research Center. <https://academiccommons.columbia.edu/catalog/ac:172377>

The team recognizes that with this structure comes added expectations and concerns that students are taking courses that will end up on their permanent college transcript. Because of the added responsibility placed on students taking college courses during their 1st year of high school, CCCA will hold students to high behavioral and academic standards. First-year college classes not only build foundational skills but provide students with an early victory as they finish their 1st semester on campus with a completed college course. Through guest speakers, school field trips, and various scholarship opportunities, we envision the community as an integral partner in the student experience. When the Charter School is built fully, the staffing plan includes a dedicated counselor on the community college and high school campuses. Initially, due to our small class sizes, this individual will be paid hourly as demonstrated in the budget projections shown in Appendix V. As enrollment increases and funding allows, the counselor will take on additional responsibilities. Moreover, monthly collaboration meetings with the community college partner will be built into the dual-enrollment MOU. Based on other programs we have explored; we recognize the importance of these individuals for students as they navigate college and high school simultaneously. The counselor will ensure students receive information on how to complete and submit a FAFSA and the California Dream Act.

Four clearly developed pathways have been created for students moving through CCCA's program. These pathways have been built to strengthen the off campus learning opportunities. Students earn college credit by completing articulated courses and traditional college classes. These pathways ensure students are career prepared and college accelerated. Our baseline pathway, as shown in Table 1D, ensures students obtain engineering and design fundamentals to start sophomore year with several opportunities for general education college courses in the preceding semesters. Dual enrollment, layered with CTE focused course work, has proven to be a successful national model to increase student learning outcomes. A 2011 report on a foundation-funded California initiative to engage struggling students in career and technical education (CTE) dual enrollment coursework noted, "In Redding, . . . students with low grades in their high school classes are earning better grades in their Shasta College renewable energy courses."<sup>31</sup>

The Design Technology pathway culminates with an associate degree transferable to any UC or CSU (see Appendix I). In the Design Technology pathway, students complete a total of 59 college units while in high school with the opportunity for more through advanced education during summer months. After the proposed DESGN 300 course in the 1st semester of a student's sophomore year, advanced education opportunities occurring off campus on Tuesday and Thursdays build in rigor. This course sequence was developed through close collaboration with Randy Schuster, the Design Technology department chair at American River College. If students were only to complete college courses during the high school academic year, a maximum of 1 additional year of college coursework would be required to obtain an associate degree. Students pursuing this degree, whether in high school or during their +1 year, will develop design- and job-ready skills necessary for entry into the field of architecture. Students looking to enter the field of

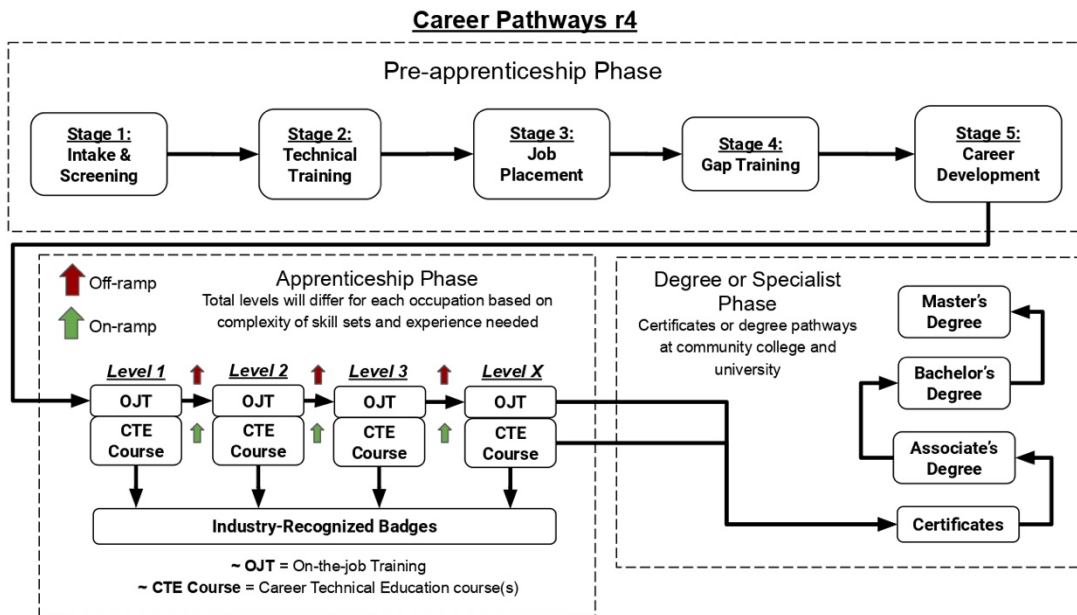
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31 Edwards, L., Hughes, K. L., & Weisberg, A. (2011, October). Different approaches to dual enrollment: Understanding program features and their implications. The James Irvine Foundation. <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollmentprogram-features-implications.pdf>

architecture likely will need a bachelor's degree but may expect median wages of \$78,470 with 4% job growth.<sup>32</sup> A complete course sequence for each of these pathways is in Appendix I.

The other two pathways—into an apprenticeship for manufacturing or into a skilled trade—ensure students complete prerequisite general education courses leading directly into these careers. Students who choose to continue into more formalized apprenticeships upon graduation will also have the courses necessary to eventually obtain their associate degree in tandem with their journeyman status. Another exciting component to these skilled trade pathways is that students can not only gain direct access but also acceleration into their apprenticeships upon and, in some cases, even before graduation. To accomplish this, various apprenticeships would act as internship locations where students would work through existing training modules.

The manufacturing pathways were developed in collaboration with partners at the California Mobility Center (CMC). Due to the specific courses required, students would need to participate in advanced education courses at Sacramento City College in their junior and senior years to complete the pathway. A high-level flow chart of the Career Pathways framework, developed by CMC, is included below. The “pre-apprenticeship” phase would take place in a students’ 1st year and sophomore year. The “apprenticeship” phase would take place in students’ junior and senior years.



As noted above, every pathway CCCA provides to its students culminates in careers that exceed the median average income for the proposed school location and the surrounding areas. The degree pathway ends in an associate degree in either design technology and/or acceleration into a 4-year

32 Construction Associate of Science Degree. (2020). <https://crc.losrios.edu/crc/main/doc/programs/program-maps/const-as-degree-ho.pdf>

university. Regardless of the college pathway students pursue, much attention has been focused on ensuring students complete the general education requirements of a UC and CSU school. To this end, CCCA has partnered with the Sacramento State construction management program, Sacramento State's Office of Continuing Education, and Sacramento State's Accelerated College Entrance (ACE) Dual Enrollment Program for high school juniors and seniors to ensure these students, many of whom may be first in their family to go to college, enter a 4-year institution at an accelerated pace. Discussions have centered on solidifying a pathway into a 4-year degree and on providing additional support through the acquisition of their degree for those students who chose to enroll at Sacramento State after high school. Through the ACE program, students who meet specific criteria will have the opportunity to take up to 18 college units on the Sacramento State campus starting in the 2nd semester of their junior year (see Appendix K). Conversations have also been ongoing to determine whether CCCA students can also take construction management courses during the summers before their junior and senior years.

Following numerous site visits and extensive in-depth collaboration with CCEMC, CCCA has developed a robust system of support for students participating in dual-enrollment classes. The foundation of this support is built directly into the MTSS process described in more detail below. If a ninth-grade student earns a D, F, or W in any of these foundational classes, the student and their parent will meet with the executive director, academic advisor, and counselor to discuss implications for college readiness and identify any supports necessary to be successful; this meeting will commence the MTSS process. With all MTSS conversations, the support offered will be tailored to the specific student's individual needs. Support for students struggling in dual-enrollment courses may include mandatory academic enrichment time, daily or weekly check-ins with their academic advisor, agenda support, parent communication logs, and mandatory office hours with their college professors. With all American River College dual-enrollment courses, communication between the CCCA advising teacher and the college professor is facilitated by existing dual-enrollment structures. Professors routinely provide student progress updates to ensure the high school students maintain academic progress. In addition, high school advisors also have access to the college Canvas courses for all asynchronous dual-enrollment classes. This allows the high school advisors to pace students through their weekly work and ensure students meet benchmarks. An additional layer of responsibility is placed upon students who will be required to obtain a student progress report at the midpoint of their college courses. This will be the case for both dual-enrollment and advanced education courses to ensure students are making adequate academic and behavioral progress. These forms are provided to their advisors and trigger additional academic support, dependent on student needs prior to final grades. Letters of support from both American River College and Sacramento State are included in Appendix K. It is important to note that, for students to complete advanced education, a formal partnership is not needed. Rather, CCCA's schedule facilitates opportunities for students to take college courses on the college campus every Tuesday and Thursday.

### **Internships**

Internships and on-the-job learning opportunities were developed after countless conversations with numerous educational institutions and business leaders, both in the Sacramento region and nationally. CCCA's model builds on best practices articulated in a range of reports published by Jobs For the Future, a national nonprofit driving change in the U.S. workforce and education systems to achieve economic advancement for all. It also borrows heavily from initiatives



occurring in Colorado and Wisconsin. In California, Work Experience Education (WEE) provided a strong foundation upon which these learning experiences were constructed. This youth apprentice model is highly successful and has been thriving in other states since the early 1990s. In this model, students explore careers based on their interests, and then employers hire high school juniors and seniors to develop work-ready skills. Students' work experiences are supported by high school courses related to the profession to enhance on-the-job learning.

Architecture and construction careers comprise some of the largest industries in the United States and, as noted, are the fastest growing industry sector in the Sacramento region. Earnings in this career cluster are higher than average and offer more opportunities than most other industries for individuals who want to own or run their own business. The U.S. Department of Labor Employment and Training Administration is supporting comprehensive partnerships that include employers, labor management organizations, the public workforce system, and other entities that have developed innovative approaches to address business workforce needs while effectively helping workers find good jobs with good wages and promising career pathways in the construction industry. CCCA fully anticipates pursuing a wide range of state and federal grants upon charter approval to strengthen further the internship structures articulated in this initial charter petition. An initial table of contents for CCCA's Workforce Education Program Handbook is attached in Appendix L.

CCCA proposes its internships are modeled after WEE. WEE's major goals include:

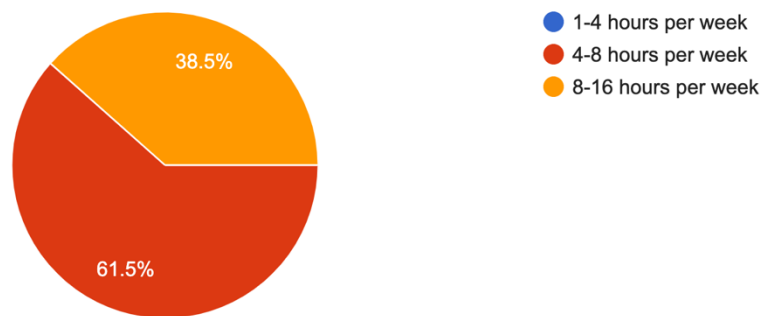
1. Recognize the process and content of the school's curriculum are relevant to career requirements and responsibilities.
2. Appreciate the importance of work to personal fulfillment and development of independence and maturity.
3. Analyze career opportunities and their requirements and compare these with personal potential and expectations.
4. Relate, in a positive manner, to Work Experience Education supervisors, employers, co-workers, and the public being serviced.
5. Identify with and participate in adult roles and responsibilities in the world of work.
6. Use and reinforce the core academic skills of reading, writing, and computation through the world of work.

CCCA's school model is based on the premise that real-world, authentic learning drives student interest. By exposing students to twice-weekly internship opportunities, students have regular opportunities to apply the skills they learn tangibly during their core classes. In addition, a tangible roadmap into postsecondary options is provided to students who are too often shut out of these opportunities. Through the WEE structures, students under 16 can also engage in certain hazardous jobs specified in the DIR manual, given students are engaged in vocational training. Again, as mentioned above, foundational trade skills are acquired during 1st-year and sophomore CTE courses. This clearance allows students to participate in various aspects of the skilled trades under close supervision and guidance from industry professionals. The CCCA board has been invaluable developing what these on-the-job learning experiences could look like to ensure students are employable upon graduation. Their broad networks have connected the team with partners across the nation.

In the 1st year and sophomore year, students engage in career exploration. These shadowing opportunities are student selected based on a twice-yearly career fair held during the 1st month of each semester. These job shadow opportunities are unpaid and are similar to “traditional” senior projects or service hours at comprehensive high schools. The goal of the three semesters of job shadowing is for students to identify what facet of the construction sector and what type of work environment most interests them. These unpaid career exploration opportunities will pave the way for more robust paid internship experiences during a student’s junior and senior years. The CCCA bell schedule has been specifically designed to provide a structure that facilitates these off campus learning opportunities and is consistent with the capacity expressed by our regional employer partners.

Based on your organizational capacity, how many hours could you support for each junior/senior intern working at your organization?

13 responses



### Considerations Specific to Unpaid Internships

To the extent that the internships offered would be unpaid, the considerations are somewhat different. Students do not need a work permit if they are a volunteer or unpaid trainee, meaning:

- (a) the minor is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes;
- (b) the minor is not in an employer-employee relationship in accordance with The Fair Labor Standards Act and the minor is an unpaid trainee, volunteer, or in-school placement; and
- (c) the minor has parental permission and has submitted written evidence thereof with the school district, charter school, or private school of enrollment.<sup>33</sup>

Under federal labor standards, an intern may be unpaid (e.g., an unpaid trainee or volunteer) and the employer exempt from wage and hour laws, if according to the “primary beneficiary test,” the intern is the primary beneficiary of the work, as opposed to the employer. Courts use the following seven-factor test to determine whether an internship primarily benefits the intern, and thus may be unpaid:

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<sup>33</sup> 5 CCR Section 10121

1. The extent to which the intern and the employer clearly understand there is no expectation of compensation. Any promise of compensation, express or implied, suggests the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.<sup>34</sup>

By junior year, students will be “married” to a company or an apprenticeship based on their interests and knowledge gained through their career exploration opportunities. These internship opportunities allow students to either earn while they learn or work through apprenticeship modules, both of which lead to an accelerated pathway into a career. The goals in students’ junior and senior years are to acquire work readiness skills while also being supported through their higher education opportunities with our higher education partners.

Students who are working will be required to hold a valid work permit. Although there are traditionally hour restrictions placed on youth employees, these restrictions may be relaxed for 14- to 15-year-old students if they are “employed pursuant to a school-supervised and school-administered work experience and career exploration program,” and for 16- to 17-year-old students if the student’s employment is through a “school-approved work experience, or cooperative vocational education programs.”<sup>35</sup> These work experience/career exploration opportunities would exempt students from hour limitations and restrictions on hazardous jobs.

What will further set CCCA apart from other schools that offer internships are our partners. Although most schools must search for partners who are willing to support and host internships, our school was founded on the premise that founders and board members would provide internship opportunities at the organizations they represent. One of the primary reasons for CCCA to come into being is to build a pipeline and partnership between school and industry. The forum where that will happen is through high-quality internships.

### **Employer’s Role**

The work-based learning component of CCCA’s program is the primary method for teaching the required industry competencies. The local business becomes an extension of the classroom for students, and on-campus learning supports the work-based learning experience by providing

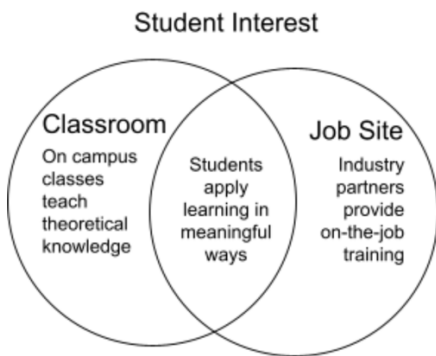
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<sup>34</sup> <https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>

<sup>35</sup> Education Code Section 49116; Labor Code Section 1391

theoretical knowledge and, when needed, appropriate skill development. The work-based learning component is designed to provide on-the-job learning as table 1G demonstrates. Once again, the board of directors has led efforts to connect the CCCA curriculum team with industry partners throughout the region.

**Table 1G: Integrated Work-Based Learning**

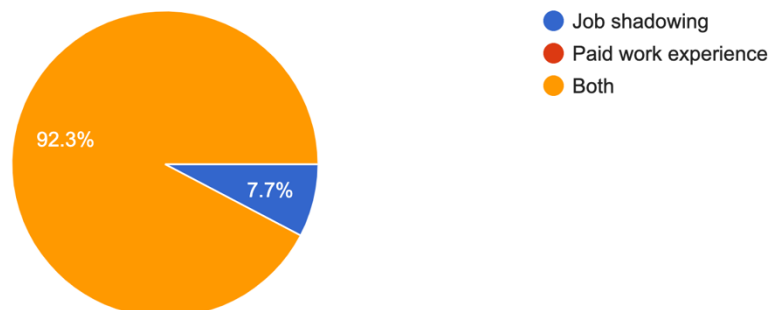


Employers will work closely with the CCCA team, including administrators and instructional staff. Employers will support curriculum development and provide opportunities for staff to extend their learning during intersessions. In regard to career exploration and paid internships, employers will be expected to review, evaluate, and report on students’ job performance approximately every 9 weeks to ensure they are learning the required competencies. Students, staff, employers, and parent(s)/guardian(s) are expected to participate in progress reviews. CCCA intends to include these reports alongside traditional report cards and academic progress reports.

Students participating in paid internships must receive minimum wage or higher. A pay schedule is agreed upon with the employer, internship coordinator, and student. Based on existing models nationwide, we anticipate employers may grant periodic raises dependent upon performance or length of employment. Once a student becomes a paid employee, they must be covered by the employer’s workers’ compensation coverage. Other benefits may be provided at the discretion of the employer. The table below represents initial interests by local employers to engage in these types of internships as of January 1, 2020.

CCCA's structure allows for exploratory job shadowing for high school freshmen and sophomores and paid work experience for high school juniors a...these would you be interested in participating in?

13 responses



Employers must ensure the work of any student at their worksite is allowed by all applicable child labor laws and is under the direct and close supervision of a qualified and experienced person. The executive team will work closely with business partners to ensure there is compliance with all applicable labor laws. Students must be provided with adequate safety training, not just at CCCA but also at the worksite. Primary employer contacts will also be required to complete background checks.

### Professional Development

CCCA proposes to eliminate the disconnect between K-12 and postsecondary options while working with some of our most in-need communities in the Sacramento region. To ensure staff has adequate support and the skills necessary to work with a student body who brings with them numerous traumas, the founding team has developed a robust professional development plan for staff. This begins in Year 1 where the team proposes to seek out the support in Year 1 from *Teach Like a Champion* developed by Uncommon Schools.<sup>36</sup> The goal is to build a strong foundation and articulate common elements of “best practices” that should be seen in every classroom going forward. Year 2 will build on this by focusing on the professional learning community (PLC) process. This would give the team a common vocabulary and structure to have data-informed conversations to accelerate student learning. The team would receive additional support and training from a book study of PLC+. To accomplish this goal, the proposed school calendar found in Appendix M includes teacher in-service days. Moreover, every Wednesday, from 7:15-8:15 a.m., CCCA staff will hold its weekly meetings. The first two Wednesdays of the month will be reserved for staff meetings, and the 3rd Wednesday will be dedicated to collaboration time. The final Wednesday of the month will be dedicated to individual goal and curriculum development. As enrollment and staffing increase, common prep periods will be established to ensure cross-curricular collaboration and alignment on student support implementation. Recognizing the high percentage of EL students, professional development opportunities will be provided quarterly within the Wednesday staff meetings by English Language Development Specialists, Dr. MJ Kiwan Gomez and Dr. Leticia Kiwan. During the presentations, the specialists will review site

<sup>36</sup> <https://teachlikeachampion.com/>

data and provide recommendations for teachers to support their ELs as they gain skills and experience building toward reclassification as Fluent English Proficient. A commitment to provide such training is articulated in Appendix B. In addition to the Wednesday all-staff time, the CCCA leadership team and teachers will meet weekly for a brief data chat to review student SEL and academic data points. This weekly monitoring of progress is essential to ensure early interventions are provided.

As mentioned above, in Year 1, the team will focus heavily on fundamental pedagogical practices as well as program and curriculum development. To assist in this process, the team will attend training and receive coaching on STEAM best practices and engage in a book study of *Teach Like a Champion 2.0* by Doug Lemov. The goal is for overall professional development to lead to greater staff collaboration, which in turn should allow for greater cross-curricular learning opportunities; this aligns with the core tenets of project-based learning. Ultimately, the fundamentals and the collaboration will lead to a more formalized PLC process in Year 2 of operation. *PLC+: Better Decisions and Greater Impact by Design* by Doug Fisher and Nancy Frey would be a fantastic option for the Year 2 staff book study. Although PLC+ will serve as a framework for collaboration, the 2nd year of operation will also allow staff to focus more attention on trauma-informed instructional techniques. To that end, the team has explored the option of a second book study using *Building Resilience in Students Impacted by Adverse Childhood Experiences*. This reading could be followed up by either a 2- or 4-day workshop presented by Corwin. CCCA's leadership team will work to build a strong professional culture of collaboration and feedback. Staff will be required to articulate goals and reflect on their practice. A sample yearly reflection document for staff is included in Appendix N. Staff professional development and the core components of collaboration and reflection are grounded in Knowles's (1977) adult learning theory.

At the conclusion of Year 2, CCCA staff will engage in a minimum of 40 hours of externship opportunities with industry professionals. All teachers, including CTE instructors, will be compensated for their time to support the development of their pedagogical practices and ensure they remain grounded in the real-world applications CCCA seeks to implement. Elk Grove Unified School District currently uses this model to ensure instructional staff is fluent in industry trends and to make curriculum relevant to students. These costs are factored into the charter petition budget.

Built into the staff development model is the idea that teachers should be reflective practitioners who are willing to evaluate their own practice critically. Much like the student portfolio process, teachers will set individual short- and long-term goals, in consultation with their manager. Throughout the year, teachers will collect evidence of their professional growth and reflect upon their development. This documentation will be presented to a panel of administrators and their colleagues as a condition of their advancement to the next professional level on the pay scale. In addition, beginning in Year 2 and every year after, teachers will strengthen their teaching practice collaboratively through a professional inquiry process taking the form of PLCs. At the final all-staff Professional Development Day, teachers will present their yearlong findings to their administration and colleagues. A copy of the professional inquiry process documents that will be used by staff are attached in Appendix T. The staffing structure also demonstrates CCCA's commitment to growing capacity from within. For example, the founding team hopes that an initial

lead teacher can move into the assistant site director position. Likewise the special education director position could be a growth opportunity for the initial educational specialist. Qualifications for these positions can be found in element 6 of the petition. The table below summarizes the initial professional development plan as described in more detail above.

<b>Professional Development Programming – Instructional Staff</b>	
<b>Year 1 (2023-2024)</b>	
Focus Areas:	<ol style="list-style-type: none"> <li>1. Foundational pedagogical practices (STEAM)</li> <li>2. Program/curriculum development</li> </ol>
Primary Resource:	<i>Teach Like a Champion 2.0</i> (Uncommon Schools)
Delivery:	<ol style="list-style-type: none"> <li>1. Summer Preservice</li> <li>2. Full/half teacher in-service days (see calendar in Appendix I)</li> <li>3. Third Wednesday of each month – team collaboration</li> <li>4. Fourth Wednesday of each month – individual goal/curriculum development</li> </ol>
<b>Year 2 (2024-2025)</b>	
Focus Areas:	<ol style="list-style-type: none"> <li>1. Trauma-informed instruction</li> <li>2. Continued development of pedagogical practices</li> <li>3. Cross-curricular planning/collaboration</li> </ol>
Primary Resource:	<ol style="list-style-type: none"> <li>1. <i>Building Resilience in Students Impacted by Adverse Childhood Experiences</i></li> <li>2. <i>PLC+: Better Decisions and Greater Impact by Design</i></li> <li>3. <i>Teach Like a Champion 2.0</i></li> </ol>
Delivery:	<ol style="list-style-type: none"> <li>1. Summer Preservice</li> <li>2. Full/half teacher in-service days (see calendar in Appendix I)</li> <li>3. Third Wednesday of each month – team collaboration</li> <li>4. Fourt Wednesday of each month – individual goal/curriculum development</li> </ol>

*Note.* Professional development at CCCA will always be informed by the needs of the students we serve as well as the strengths and growth areas of our instructional staff. Professional development in Years 3–5 of the charter will focus on collaboration and cross-curriculum planning as well as individual skill development using the resources referenced above. CCCA will provide SCOE with additional detail regarding professional development programming as we develop a stronger understanding of the needs of our community of learners.

### **Special Populations**

Research has indicated early college high schools historically have been successful addressing many common problems facing at-risk high school students, including truancy, low graduation rates, and low academic performance. As noted earlier in Element 1, CTE prepares students to be college- and career-ready by providing core academic skills, employability skills, and technical job-specific skills. CCCA is specifically designed to serve all student subgroups while still maintaining high academic expectations. We are committed to providing a quality education to all students, including low-achieving students, students with disabilities, ELs, socioeconomically disadvantaged students, and gifted students. Support will be provided through a multitiered system of supports (MTSS), opportunities for students to identify and follow their individual passions, and a scaffolded curriculum with multiple pathways to prepare students for a variety of well-paying, in-demand careers or enrollment in college, ensuring all students succeed at CCCA.

Inquiry-based learning is recognized as an effective instructional strategy because it requires teachers to provide lessons that stimulate students’ interests and provide real-world applications.

Providing students opportunities to learn at school what they can use in the very near future with people they have already come to know is the greatest benefit of enrollment in CCCA for all students, especially students with disabilities, marginalized students, and students who speak multiple languages. CCCA curriculum provides hands-on opportunities to learn content standards in a setting that values student learning outcomes. The learning outcomes are directly tied to future employment opportunities. Students at CCCA no longer need to be motivated by sweet treats or computer adaptive programs that entice students to try a bit harder by providing moments of game time dependent on student achievement. Students' main motivators are recognition from adults, industry experts, and potential future employers.

### **Low-Achieving Students**

All students enrolling in CCCA will be required to complete an iReady diagnosis for both math and ELA. This assessment, along with their transfer grades and entrance essay (for evaluation purposes only, not as a condition for admission), helps ensure targeted supports can be provided to students in need, from the moment they walk on campus. In addition, the team will employ MTSS to ensure that students struggling academically are identified and that a plan of support is put into place promptly. Grades will be synced on a bimonthly basis. Advisors provide the first level of support and will leverage their relationships with students to support them with the specific challenges they are facing. This could include additional support times or scheduling one-on-one meetings with other teachers.

All students who have a grade point average (GPA) of 2.0 or below or who demonstrate significantly decreasing grades within a 4-week period (two consecutive grade checks) will be flagged for participation in a student success team (SST) medium. Parents and/or guardians of families will be notified about this process, along with an invitation to attend, in writing and via a phone call/email from the student's advisor. At these meetings, the team will identify research-based academic and/or social-emotional supports necessary for the student to succeed.

Our 10 SST meeting steps might include:

1. Concerns are expressed to parent(s)/guardian(s), and an SST is scheduled.
2. Team members introduce themselves and their roles.
3. Purpose and process of the meeting are stated.
4. Strengths are identified.
5. Concerns are discussed, clarified, and listed.
6. Existing supports and interventions attempted are listed.
7. Team chooses the best strategies to carry into actions.
8. Individuals make commitments to actions.
9. Person responsible and timeline for action are recorded.
10. Follow-up date is set.

A sample SST document is provided in Appendix O. A support plan will be developed by the key stakeholders, including parents, students, teachers, and the executive director. Parent/guardian engagement will be an integral part of each student's support plan. Although we understand each student and their respective challenges will be unique, regular communication between the advisor, student, and designated family member will be a standard component of each support plan. At the



conclusion of these meetings, a formal follow-up meeting date will be scheduled. Informal check-ins between the interested parties will take place throughout the predetermined period. If the student continues to demonstrate minimal academic progress or remains below a 2.0 GPA at the next meeting, additional support and/or accommodations will be discussed by the SST and, if appropriate, provided to the student.

At the end of the semester, if the student has not responded positively to the interventions put in place, an academic probation meeting will be held. At this meeting, the team will reconvene to assess progress, discuss the student's progress in the program, and determine the viability of additional supports that may need to be implemented. Moreover, students who remain on academic probation will be unable to participate in dual-enrollment courses per the current regulations set forth by both American River College and Sacramento State. The team will also determine if additional assessments or other Child Find obligations related to the struggling student.

Students placed on academic probation will have another SST check-in midway through the following quarter, in addition to informal check-ins with the advisor, parent(s)/guardian(s), and the impacted student, as indicated by the SST plan. At the conclusion of the quarter, a full reevaluation of the student's academic progress will take place. Students below a 2.0 GPA or with a D or F will remain on academic probation through the semester. For those who are still not making academic progress and who do not have any additional Child Find obligations, a formal academic review will take place.

Students who demonstrate improvement in their grades at the close of either the quarter or the semester will be removed from academic probation. However, academic and/or social-emotional supports will remain in place for at least the following quarter to ensure continued academic progress. Regular communication between the student's advisor, family representative, and the student will be critical to ensuring students stay on track for graduation.

Research is clear that consistent monitoring and timely feedback are crucial elements of the MTSS process. For all students to succeed, clearly articulated entrance and exit points from the tiers of academic and behavioral support must be communicated to parents and students. The goal with any MTSS is to have strong classroom instruction followed by data-driven, explicitly targeted support for those needing additional levels of remediation. The team will use nationally normed writing and math benchmarks, such as the iReady assessment, that will be administered to students regularly. CCCA recognizes a range of assessments are essential to ensure low-achieving students are being identified and supported.

Structurally, intersession courses and academic support classes provide opportunities for struggling students to get additional academic help. Moreover, the team will look to implement a co-taught "bridge" class for both ELA and math with the educational specialist and specific content area teachers. These courses are designed to support students who are two or more grade levels behind based on iReady, state assessments, and other course-specific measures. The bridge courses are meant to target specific skill deficiencies and bring students up to grade level in hopes of addressing some of their fundamental academic gaps, which should in turn lead to greater learning outcomes in the courses.

Armed Services Vocational Aptitude Battery (ASVAB) is another assessment CCCA proposes to offer on an annual basis. This test is somewhat unique to CCCA, and although the team recognizes the potential concerns of “test fatigue,” the benefits far outweigh these concerns. The team was particularly drawn to the impact such an assessment could have for low-achieving students. First and foremost, this assessment provides a different lens through which students are scored. Instead of a deficit approach to student learning outcomes, this assessment helps all students identify their strengths and interests—something that can be incredibly beneficial for students who historically have struggled in school.<sup>37</sup> Not only will this assessment, like iReady, provide a consistent measure of change over time, but high scores on the ASVAB can also lead to higher earning potential. For example, a company that has invested 2 years of time into a student is more likely to match any salary offers made by the military that could result from a high score. The ASVAB CEP has additional resources, such as personal assessments like the Find Your Interests Inventory, to help students learn about their work-related interests and preferences, all of which overlap nicely with the capstone project and advisory work. As an aptitude test, it does not just tell what they are currently good at but also what they may be good at learning. These results allow for targeted conversations with students to ensure their internship placements are appropriate.

### **High-Achieving Students**

The unique individualized nature of CCCA, along with the early college model, ensures all students’ educational experiences are tailored to their specific needs. As mentioned above, all students will be required to complete an entrance essay (for evaluation purposes only, not as a condition for admission) and complete an iReady assessment for math and ELA. These assessments, along with student transcripts, will ensure high-achieving students are identified. Results from the iReady diagnostic assessments and student writing samples will drive initial identification of high-achieving students. Students scoring in the top 10% of nationally normed assessment results in either math or reading will be flagged for further review by a team of teachers and school leadership. Notification to students and families will occur before September 15 of each year in writing and via a phone call or email from the student’s advisor.

The levels and types of support available for high-achieving students will be determined in individual conferences with the student, family members, the student’s advisor, classroom teachers, the school counselor, and others as necessary. Typical support will be delivered primarily through advisory and in collaboration with the student’s advisor and parent/guardian.

The various pathways accessible to CCCA students will ensure high-achieving students have the supports and opportunities necessary for them to thrive. We expect advanced students will take advantage of our early college program and earn their associate degree and additional transferable units during their high school tenure. For students who demonstrate advanced proficiency in math and science, the architecture and engineering pathways would be ideal. Again, as is the case with all pathways, students do not necessarily need to enter that field.

The structure of Sacramento State’s ACE program is specifically designed to provide high achieving students the opportunity to take up to 18 college units per semester. Their high school experience and the acquisition of transferable college units ensures these students will be more

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<sup>37</sup> <https://www.asvabprogram.com/media-center-article/87>

prepared than most of their peers to succeed in both higher education or a career. Ongoing yearly assessments, and the CCCA math plan, allows students to accelerate within the content. High-achieving students also will work directly with their counselors and advisors, in consultation with their parent/guardian, to ensure they are taking advantage of advanced education opportunities during summer and winter sessions.

### **English Learners**

CCCA is committed to supporting English learners (ELs), including long-term English learners (LTELs) or ELs at risk of becoming LTELs. We hold the same expectations for all students, regardless of primary language. We support students in their development as they explore industry pathways, earn nationally recognized certification, and prepare for college. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with ELs.

We acknowledge ELs in our region are particularly susceptible to challenges posed by traditional school options for ELs, hence the large population of LTELs in Sacramento County. LTELs are defined as students who have not reclassified after 6 years. At CCCA, we will provide the most comprehensive program available, which we intend to replicate and use as a model for other schools in the region. We welcome all students, especially those who have linguistic and learning challenges, to participate in the deeply meaningful courses and programs CCCA offers. Based on the extensive work of experts in education, CCCA is being established to offer an option for students who normally would have been excluded from exciting opportunities in education. Research demonstrates students who typically are underperforming in traditional schools say they are not interested in the curriculum, do not feel anyone cares, and generally are bored because they do not understand why they need to learn their lessons or what they can get from school. At CCCA, the answer is obvious: Students have real opportunities to learn from professionals in their fields, trades, and professions. At CCCA, teachers, administrators, and professionals work together to ask, “Are there any greater motivators for students today?”

All teachers at CCCA will be certificated in their fields with accreditation to meet the needs of ELs through designated and integrated ELD, formerly known as specially designed academic instruction in English (SDAIE). Teachers will use student information to identify language needs through California ELD standards. Teachers need to comply with credentialing requirements by achieving English Learner Authorization through Cross-Cultural Language and Academic Development (CLAD) certification approved by the California Commission on Teacher Credentialing. Every CCCA teacher will be as responsible as any other teacher in California for differentiating instruction by ability level for ELs based on their ELPAC results. Emerging, expanding, and bridging students will receive scaffolded, standards-based instruction appropriate to their linguistic capacity, or zone of proximal development through comprehensible input. ELs will be challenged to stretch within their zone, or capacity, to grow and achieve higher level expectations to assist them in demonstrating growth and eventually becoming reclassified as Fluent English Proficient (RFEP). CCCA is committed to working closely with experts in education to meet the diverse needs of our region’s multicultural and multilingual students.

Educational leaders at CCCA will work closely with ELD area experts to pave the way for ELs by putting into practice the four principles in the California English Learner Road Map. These principles are as follows:

Number	Principle	Description
1	Assets-Oriented and Needs Responsive	Classroom/school practices, climate, curriculum, and instruction respond to diversity among ELs and recognize not all ELs have the same needs.
2	Intellectual Quality of Instruction and Meaningful Access	ELs are provided a rigorous, intellectually rich, relevant, and standards-based curriculum with instructional scaffolding that supports comprehension, active engagement, participation, and mastery.
3	System Conditions That Support Effectiveness	The school system functions to support the implementation of the curriculum, instruction, school climate, and culture described in Principles 1 and 2.
4	Alignment and Articulation Within and Across Systems	ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments and continue through to reclassification, graduation, and higher education.

Dr. MJ Kiwan-Gomez is a CCCA board member and specialist in ELD. He and his wife, Dr. Leticia Kiwan, have dozens of years of experience working as bilingual teachers throughout several districts in California. They are members of professional organizations such as Association of California School Administrators (ACSA), the California Teacher Association CTA, and California Association for Bilingual Education (CABE). They have worked throughout the state for CTA in coordination with numerous school districts' compliance with SB 1969 and SB395, CTA's ELD and SDAIE certificate program for credentialed teachers. Both professionals serve as ELD consultants for Tribal Eye Productions, a California Native American Curriculum, and San Jose State's Green Ninja NGSS program. Dr. Kiwan wrote the culturally relevant sixth-grade ELA curriculum for Twin Rivers Unified School District. Both specialists are committed to working closely with teachers at CCCA and as advisers for CCCA with their mentors in the field of ELD who include professors in bilingual education and ELD at Sacramento State, UMASS Global, and William Jessup University.

CCCA will comply with applicable federal, state, and county requirements regarding EL education including LTELs or ELs at risk of becoming LTELs and redesignation of EL students. In addition, CCCA will meet all requirements of federal and state law regarding providing equal access to the curriculum for ELs.

**Identification, Designation, and Notification**

CCCA will determine the home language of each student upon enrollment through the administration of the Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at CCCA. In compliance with the Office for Civil Rights of the U.S. Department of Education, if a parent affirms on the Home Language Survey that the child learned to speak a language other than English first, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English. Within 30 calendar days of enrollment or 60 days prior to first enrollment, Capital College & Career Academy will assess the English proficiency of all students who do not have a previous EL classification in California and whose primary home language may not be English using the ELPAC Initial Assessment (IA).

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (I-FEP), Intermediate English Learner, or Novice English Learner. Should California change its recommendations for classification of EL and I-FEP during the term of this charter, the Charter School will adopt the state recommendations, and this change will not be considered a material change of the charter.

Families will receive notification of their child’s ELPAC results and initial language designation within 30 days of receipt of these results as well as information on how CCCA is addressing their child’s learning needs. In addition, families will be invited to the Charter School for an information session to review these results in detail and discuss how to support their child’s ELD. CCCA will report the number of EL students enrolled to the authorizer and the state as required. Based on Sacramento County statistics on the percentages of English Learners, CCCA anticipates approximately 25%, or approximately 100 students will be ELs. Although the current statistics include K-8th grade students who make up the large majority of ELs, we are prepared to provide Structured English Immersion in all subject areas as required by English Language Development recommendations from the California Department of Education. Within those groups, we can estimate one third of the students will fall into one of each of the language categories: emergent, expanding, and bridging. Emergent students may require tier two and three support. The designated ELD paraprofessional will work closely with each of the supervising teachers to further scaffold emergent students’ lessons.

<b>English Learner Enrollment Rates</b>				
<b>Population</b>	<b>School Type</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
California	All schools	17.7	18.6	19.3
	Charter schools	13.8	15.1	15.1
Sacramento County	All schools	15.6	17.4	17.0
	Charter schools	13.4	22.5	20.3
Twin Rivers Unified	All schools	22.1	32.8	30.7
	Charter schools	19.2	50.4	44.5
Encina Preparatory	N/A	37.0	37.0	35.7
Grant Union High	N/A	21.4	19.8	17.2

<b>Capital College &amp; Career Academy</b>	
2023–2024 English Learner Enrollment Rate ( <i>projected</i> )	25.0%

**Ongoing Assessment, Monitoring, and Redesignation Criteria**

CCCA will comply with all applicable state and federal laws regarding the testing and service requirements for ELs. Students who are identified as ELs will take the ELPAC Summative Assessment (SA) annually to determine growth in English language proficiency until they are reclassified. In accordance with guidance from the State of California, there are four components to reclassification: the ELPAC, an academic measure, teacher recommendation, and parent consent. CCCA will follow the ELPAC Language Classification process as outlined below to determine eligibility for reclassification. CCCA will monitor students who are RFEP for 4 years following reclassification. CCCA shall review all students’ performance on the SBAC and iReady, including RFEPs, to monitor student performance regularly and to identify whether supports may be needed. Student academic progress will also be pulled on a bimonthly basis, which may trigger

more immediate SST meetings. These data will inform the staff’s PLC inquiry process. Should the California change its tool and recommendations for reclassification during the term of this charter, CCCA will adopt the state tool, and recommendations and this change will not be considered a material change of the charter. CCCA will be following the guidelines as stated in the EL roadmap.

Although our 1st-year enrollment will be small, we anticipate enrolling a significant number of ELs during the full course of this charter term given the demographics across Sacramento County and in our targeted region. We will comply with California’s requirements around the formation of an English Learner Advisory Committee (ELAC) if and when we meet the threshold for EL student enrollment applicable to school districts.

State Requirement	Measure	Threshold
Assessment of English language proficiency	ELPAC	3 or 4 overall No subscores of 1
Comparison of student performance with English proficient students	SBAC ELA (tested grades), statewide assessments, iReady	Meet or exceed standards At grade-level benchmark Above 50th percentile
Teacher evaluation	English grade	Grade of 80% or higher on all academic work in English language
Parent opinion and consultation	Parent notification letter	Notice to parents/guardian and opportunity to participate in reclassification process

### Strategies for Supporting ELs

Academically, CCCA will meet the needs of its ELs through a combination of research-based strategies to facilitate ELD. All ELs will be held to clearly articulated high expectations, provided access to the Charter School’s rigorous curriculum, and offered personalized support as needed. ELs will be expected to meet school and state standards in all academic and nonacademic areas of the instructional program. All CCCA teachers will hold a valid CLAD credential. As student needs necessitate, a one to one EL para professional may be required for those students who are recent arrivals or in need of more robust English language support. Our goal continues to find ways to mainstream all students while also supporting their individualized learning needs. The budget surplus demonstrated in the attached budget allows flexibility if additional paraprofessionals are needed. CCCA’s model is focused on preparing students for the real world. A key component is working with a diverse group of individuals with various needs. The team will strive to ensure family communications are sent out in prominent languages.

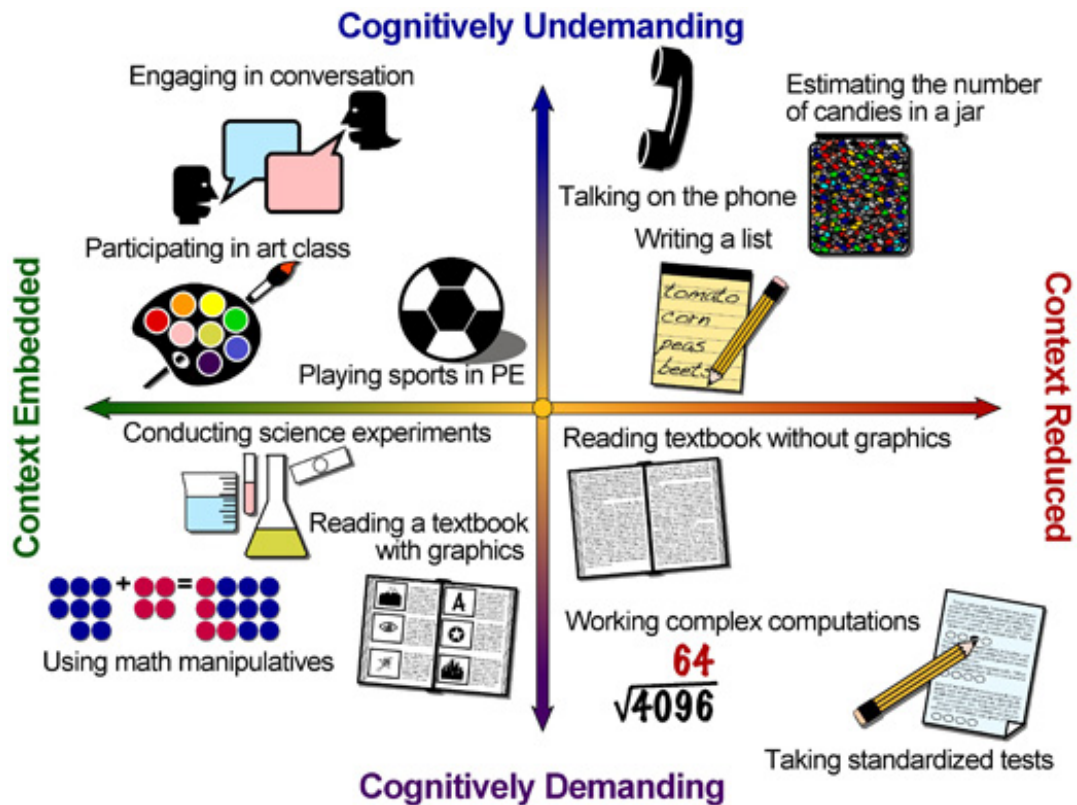
Literacy at school occurs in multiple languages for multilingual students. Teachers at CCCA will receive guidance in meeting the linguistic needs of a diverse population of learners, including ELs. CCCA teachers will support ELs in their primary language whenever possible by offering books, texts, or media, in their primary language, related to the topics they are covering.

Teachers will use resources such as iReady, a computer adaptive reading program, to assess and support reading in English for ELs at all stages of their language acquisition (emerging, expanding, and bridging). Furthermore, Imagine Learning-Literacy and Language, a computer adaptive program, will assess and support ELs with ELD, including listening, reading, and speaking in English.

Vocabulary development is an essential component of integrated and designated ELD. Once ELs have transitioned beyond phonemic awareness, vocabulary development assists students in their reading comprehension and written language skills. CCCA teachers will provide a print-rich environment that highlights key words and uses research-based ELD strategies, including but not limited to Guided Language Acquisition and Design (GLAD) to reinforce students' exposure, awareness, and use of new words relevant to the materials they are covering in their core classes.

Teachers will use visual learning strategies such as KWL charts, Venn diagrams, T charts, and word walls to exhibit students' linguistic progress and further support vocabulary development through repeated readings and vocabulary-embedded writing activities. Students benefit from teachers' creative use of games and activities that stimulate interest in the launch of a lesson and frontload vocabulary that might be new or challenging for ELs. For example, CCCA teachers will provide project-based learning activities that foster inquiry, collaboration, and presentation to classmates and community members.

CCCA teachers will use Cummin's communicative proficiency model, the four-quadrant model, to support cognitively demanding and context-reduced topics by providing a combination of demonstrations, visuals, videos, realia, models, and kinesthetic learning activities (e.g., role playing).



ELs will receive differentiated instruction in line with their linguistic ability levels. For example, new arrivals and emergent ELs have options to receive support in their primary language through materials and translation services such as Google Translate. Dependent upon student need, a separate designated ELD course may also be offered to these students. This elective course would not restrict students from having access to their core college preparatory courses. They will be able to receive comprehensible input through the scaffolded lessons that use ELD strategies. ELs will be assessed at their linguistic ability level, which will measure comprehensible output. For emergent ELs, this could mean providing responses in their primary language with stretch goals to translate into English. Expanding ELs will need to have differentiated instruction with support in their primary language when possible. Scaffolded lessons include ELD strategies and structured writing activities in collaborative groups.

Leveraging what we know about good teaching, ELs and students with disabilities culminate in three key elements of instruction: visual learning, collaborative tasks, and structured writing opportunities. All students benefit when they can see what they hear, can talk about what they are learning, and can clearly understand what they are supposed to do. Universal design for learning (UDL) proposes students with disabilities, and all students, can comprehend a lesson better if they know why it is relevant, what is needed, and how it is to be demonstrated. CCCA teachers will be trained to keep these simple concepts clear in their lessons and with their students. Learning about the trades, preparing for site visits, getting hands-on experience with tools of the trade, and then meeting with experts who could be their future employers provide extrinsic and intrinsic motivation for students to engage in the learning at CCCA.



### **Students With Special Needs**

CCCA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans With Disabilities Act (ADA), and the Individuals With Disabilities Education Improvement Act (IDEA).

CCCA shall be its own local educational agency (LEA) and shall apply directly for membership in a SELPA in conformity with Education Code Section 47641(a). CCCA shall consider membership in the following SELPAs: Sacramento County SELPA and El Dorado County Charter SELPA. At the time of petition submission, CCCA has started the application process for membership into the El Dorado County Charter SELPA and completed the initial step in the application process as indicated in Appendix P. As full membership in the El Dorado County Charter SELPA requires an approved petition, CCCA respectfully requests that SCOE approve the petition and include SELPA membership as a required element in the MOU process. This course of action is aligned with policy guidance provided by charter authorization authorities, including CARNet, the California Charter Authorizing Professionals, and the Fiscal Crisis and Management Assistance Team. In addition, the approach is compliant with SCOE Administrative Rules and Regulations 2400 Appendix B (4).

In the event CCCA seeks membership in a different state-approved SELPA, CCCA shall provide notice to SCOE, the departing SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, CCCA shall provide SCOE evidence of membership. As an LEA member of the SELPA, CCCA shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event CCCA does not gain membership in a SELPA for its 1st year of operation, it shall by default be categorized as a "school of the authorizer" for special education purposes pursuant to Education Code Section 47641(b) and shall seek membership in a SELPA to commence in Year 2 of operation. For Year 1 of operation, CCCA shall then enter into an MOU with the county related to the delineation of duties between SCOE and CCCA. Under this scenario, CCCA anticipates the MOU shall include the following arrangements, whereby SCOE shall forward all state and federal special education revenues generated by CCCA's enrollment to CCCA, and CCCA shall provide all necessary special education instruction and related services in the manner legally required. CCCA shall use the LCFF to make up any shortfalls from the special education revenues received. CCCA is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with SCOE to develop the MOU.

CCCA shall comply with all state and federal laws related to provision of special education instruction and related services and all SELPA policies and procedures, and shall use appropriate SELPA forms.

CCCA may seek resources and services (e.g., speech, occupational therapy, adapted PE, nursing, and transportation) from the SELPA, subject to SELPA approval and availability. CCCA may also provide related services by hiring credentialed or licensed providers through private agencies or

independent contractors. CCCA will leverage existing SCOE and or SELPA contracts for student placement rates to the greatest extent possible.

CCCA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be used by CCCA shall be accessible for all students with disabilities.

### **Section 504 of the Rehabilitation Act**

CCCA recognizes its legal responsibility to ensure 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 CCCA. 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.

CCCA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act. All facilities of CCCA shall be accessible for all students with disabilities in accordance with the ADA.

CCCA will designate one employee to coordinate the Charter School's compliance with its responsibilities under Section 504. A 504 team will be assembled by the education specialist and shall include the parent(s)/guardian(s), the student, a qualified staff member, 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 determining 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 who 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 interfering with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

1. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent quotient.
3. Tests are selected and administered to ensure 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 is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of 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 will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure the student receives the free and appropriate public education (FAPE). In developing the 504 plan, the 504 team shall consider all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the CCCA'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 substitutes and tutors, must have a copy of each student's 504 plan. The education specialist will ensure teachers include 504 plans with lesson plans for short-term substitutes and that they review the 504 plan with a long-term substitute. 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 following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County. This description applies whether the Charter School operates as its own LEA for purposes of special education, consistent with Education Code Section 47641(a), or as a public school of the County, consistent with Education Code Section 47641(b), on a "pass-through" model. The specific manner in which special education and related services shall be provided and funded shall be set forth in a memorandum of understanding (MOU), delineating the respective responsibilities of the Charter School and the County and/or SELPA.*

CCCA shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

CCCA shall provide services for special education students enrolled in CCCA. CCCA shall follow SELPA policies and procedures; use SELPA forms to seek out, identify, and serve students who may qualify for special education programs and services; respond to record requests and parent complaints; and maintain the confidentiality of pupil records.

CCCA agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to CCCA students, staff, facilities, equipment, and records, as required or imposed by law.

### **Staffing**

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

CCCA shall 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. CCCA shall ensure all special education staff hired or contracted by CCCA are qualified pursuant to SELPA policies and meet all legal requirements. CCCA shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CCCA students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

It is the goal of CCCA to employ at least one full-time teacher with a valid Special Education Credential and an education specialist who will be credentialed appropriately as an education specialist. The education specialist will be the primary CCCA representative tasked with assuring all aspects of the IEP and any possible 504 plans are properly implemented under the direct supervision of the executive director.

In Year 3, pending budgetary availability, CCCA plans to employ a special education coordinator who will have the following duties:

1. Ensure all aspects of the IEP are followed;
2. Arrange for the student's teacher to attend team meetings;
3. Communicate with parents about progress made toward attaining goals stated on the student's IEP and inform them of due process procedures and rights;
4. Consult quarterly with the executive director or designee to ensure objectives and goals of students with IEPs are being met;
5. Complete requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
6. Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
7. Provide a report of student progress on the same schedule as students in general education).

All teaching staff at CCCA will also be involved in assuring all IEPs and 504 plans are implemented properly.

### **Services**

CCCA will collaborate with the SELPA to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. CCCA will work to ensure all students' learning needs are met. CCCA reserves the right to contract with agencies and vendors outside of the County, when appropriate, to secure special education services, including administrative support services.

The CCCA team believes our goal of ensuring graduates are college accelerated and career prepared is more important than ever for our special populations. Although specific strategies to support each student will be defined in the IEP, CCCA's overall approach to instruction will engage learners who may not have been successful in other environments. Project-based learning with practical applications in the real world will allow students to engage multimodally with

instructional content; opportunities for visual, auditory, kinesthetic, and tactile learning will engage all learners. Further, our individualized approach to instruction provides several unique advantages. Students will have flexibility to set their own pace and take breaks, as appropriate. Teachers, in collaboration with the educational specialist and or paraprofessionals, will be afforded maximum flexibility to customize instruction and assessment of learning to meet the needs of each student.

In addition to strategies to support learning differences, CCCA is also prepared to provide a high-quality educational experience to all our students, including students who may have unique physical and emotional needs. The needs of our students with physical disabilities will be determined on an individual basis, but, at a minimum, school facilities will be accessible to all, and all students will be able to access and engage in our field experiences, internships, and dual enrollment in early college courses. To ensure internship experiences are positive for both students and industry partners, our special education team will work closely with our internal internship coordinator to identify placements that meet the needs of students with mobility challenges or other concerns. Regular collaboration with parents and other members of the student's IEP team will be essential to ensure each student's needs are prioritized. The team will work closely with the Department of Rehabilitation, which can come to the school campus and act as a liaison between employers and students with disabilities. The Department of Rehabilitation has their own career interest inventory they conduct with students before providing more direct training. We anticipate our partnership with local universities will allow for close coordination for students with disabilities as they graduate, and we hope to forge a partnership with UC Davis's Center for Excellence in Developmental Disabilities to support our efforts to prepare all students for college and career.

### **Notification and Coordination**

CCCA shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. CCCA shall adopt and implement policies relating to all special education issues and referrals.

### **Identification and Referral**

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

CCCA shall 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 FAPE 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 U.S. Code. CCCA shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. CCCA shall obtain parent/guardian consent to assess CCCA students.

### **IEP Meetings**

CCCA shall arrange and notice the necessary IEP meetings. IEP team membership shall comply with state and federal law. CCCA shall be responsible for having the following individuals in attendance at IEP meetings: the executive director and/or CCCA 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 CCCA representatives who are knowledgeable about the general education program at CCCA and/or about the student. CCCA shall arrange for the attendance or participation of all other necessary staff, which may include, but is 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**

CCCA understands 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 CCCA students in accordance with the policies, procedures, and requirements of the SELPA and state and federal law.

### **IEP Implementation**

CCCA shall be responsible for all school site implementation of the IEP. As part of this responsibility, CCCA 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 CCCA's non-special-education students. CCCA shall also provide all home-school coordination and information exchange. CCCA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### **Interim and Initial Placements of New Charter School Students**

CCCA shall comply with Education Code Section 56325 with regard to students transferring into CCCA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCCA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CCCA shall provide the student with a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days, by which time CCCA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP 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 CCCA from a district-operated program under the same special education local plan area of CCCA within the same academic year, CCCA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CCCA agree to develop, adopt, and implement a new IEP consistent with federal and state law.

For students transferring to CCCA with an IEP from outside of California during the same academic year, CCCA shall provide the student with a FAPE, including services comparable to those described in the previously approved IEP in consultation with the parent(s)/guardian(s), until

CCCA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the U.S. Code, if determined to be necessary by CCCA, and develops a new IEP, if appropriate, that is consistent with federal and state law.

### **Non-Public Placements/Non-Public Agencies**

CCCA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### **Nondiscrimination**

It is understood and agreed that all children shall have access to CCCA, and no student shall be denied admission nor counseled out of CCCA due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

### **Parent/Guardian Concerns and Complaints**

CCCA shall adopt policies for responding to parental concerns or complaints related to special education services, including policies designed to prevent and/or intervene early in conflicts and voluntary alternative dispute resolution procedures. CCCA shall receive any concerns raised by parent(s)/guardian(s) regarding related services and rights.

CCCA's designated representative shall investigate as necessary, respond to, and address the parent(s)/guardian(s) concern or complaint.

### **Due Process Hearings**

CCCA may initiate a due process hearing or request for mediation with respect to a student enrolled in CCCA if it determines such action is legally necessary or advisable. In the event the parent(s)/guardian(s) file for a due process hearing, or request mediation, CCCA shall defend the case.

### **SELPA Representation**

CCCA anticipates it shall represent itself at all SELPA meetings once it is admitted as an LEA to the SELPA.

### **Funding**

CCCA understands it shall be subject to the allocation plan of the SELPA.

### **Least Restrictive Environment (LRE)**

The CCCA team acknowledges K–12 education provides preparation for life and the “real world.” As such, the classroom is often times reflective of our local community and the broader world. CCCA's real-world learning expands well beyond academics, which will appeal to a range of students. Our primary goal is to provide an inclusive learning environment for all students. This commitment centers on the understanding that it is beneficial for all students to work together in a shared setting.

Although the team will strive for inclusion, the LRE is unique to each student's individual needs. Selection of an appropriate placement will always take place within a formal IEP. At these meetings, the team will consider the continuum of placement options. To ensure LRE is achieved, the team must consider the content of a student's IEP and the likelihood the placement option will provide a reasonably high probability of assisting the student in attaining their annual

goals; and the consideration of any potentially harmful effects the placement option might have on the student.

### Evaluation of Compliance and Effectiveness

In alignment with the IDEA Part B monitoring priorities and associated indicators as well as the CDE’s Special Education Annual Performance Report Measures, CCCA has developed preliminary targets to track IDEA Part B compliance and effectiveness. The targets defined below assume participation in the El Dorado County Charter SELPA; the targets represent data from the El Dorado County Charter SELPA from 2019 to 2020. CCCA will provide updated data to SCOE following final acceptance into a SELPA.

Indicator	Description & Legal Authority	CCCA Target
1	4 Year Graduation Rate (20 U.S.C. 1416 (a)(3)(A))	>90%
2	Dropout Rate (20 U.S.C. 1416 (a)(3)(A))	≤ 9.72%
3	Assessment (20 U.S.C. 1416 (a)(3)(A))	N/A
4a	Discipline (>10 days) Rate ((20 U.S.C. 1416(a)(3)(A); 1412(a)(22))	<2.76%
4b	Discipline (>10 days) Areas Disproportionate	0
5a	LRE Rate: In Regular Class more than 80% (20 U.S.C. 1416(a)(3)(A))	≥53.2%
5b	LRE Rate: In Regular Class less than 40% (20 U.S.C. 1416(a)(3)(A))	≤20.6%
6	Preschool LRE (20 U.S.C. 1416(a)(3)(A))	Not applicable
7	Preschool Indicators (20 U.S.C. 1416 (a)(3)(A))	Not applicable
8	Parent Involvement Rate (20 U.S.C. 1416(a)(3)(A))	>94%
9	Overall Disproportionality Areas (20 U.S.C. 1416(a)(3)(C))	0
10	Disproportionality by Disability Areas (20 U.S.C. 1416(a)(3)(C))	0
11	Rate of Eligibility Determined within 60 days (20 U.S.C. 1416(a)(3)(B))	100%
12	Rate of Part C to Part B Students with Timely IEPs (20 U.S.C. 1416(a)(3)(B))	Not Applicable
13	Rate of Students with Transition Goals/Services (20 U.S.C. 1416(a)(3)(B))	100%
14a	Rate of Post-School Outcomes: Higher Education (20 U.S.C. 1416(a)(3)(B))	>55.3%
14b	Competitive Employment or Higher Education (20 U.S.C. 1416(a)(3)(B))	>75.4%
14c	Any Employment or Education (20 U.S.C. 1416(a)(3)(B))	>84%

### Day in the Life of a CCCA Student



The CCCA founding team put together the following video to visually represent what a day in the life of CCCA student may look like: <https://vimeo.com/662397863/9b3f8b75fc>

The description that follows provides insight into what a typical day in the life of a 1st-year student, on a Monday, Wednesday, or Friday, with advanced math skills might look like at CCCA:

*Angelica is a 1st-year student at CCCA. She was drawn to the school because of the opportunity to receive a college degree while still in high school. She would be the first in her family to attend college and feels the rigorous program provides her with a one-of-a-kind opportunity. Although she was not necessarily interested in the construction industry, she has appreciated the hands-on learning provided by CCCA. She takes pride when dressed in her uniform, safety boots, and glasses; she feels like she is an adult going to a job.*

*Every morning, Angelica wakes up and walks to the local light rail station to catch the train to her school. Compared to her friends in the neighborhood, she travels the farthest to get to school but likes the added responsibility of getting to school on her own. Her parents elected to have her attend CCCA because of the countless opportunities to accelerate into college or a career. Angelica notes that the extra 25 minutes in the morning gives her time to review her priorities for the day and catch up on last-minute studying. Angelica is already enrolled in college courses, something none of her friends have even considered.*

*Walking into the main campus, students are greeted by rays of sun shining in through the large windows and skylights. When Angelica first toured CCCA as an eighth grader, she was drawn immediately to how different the space felt compared to other schools she had attended. CCCA provides more of an open concept and is structured to encourage collaboration and real-world problem solving. Walking in the front door, she is greeted by the administrative assistant, Mrs. Sherry. Angelica walked down the hallway to her first-period class, English 9. The classroom is a warm and welcoming space. There are posters with inspirational quotes, CAD designs, and student work from the year hanging on the wall. There are also two exterior spaces outside the rolling doors in the back of the classroom that grade levels “sponsor” and care for throughout the year. Angelica’s English 9 class focuses heavily on collaborative discussions. Writing and speaking are daily components of Angelica’s English class. Angelica just participated in a research project about societal pressures to consume technology. After English, Angelica walked across the hall to her Applied Construction Math II course. At first, she was a bit hesitant because the Math II course was challenging. She also didn’t know what a construction math course would really look like since she did not envision going out and swinging a hammer for a living. However, the hands-on application of the concepts and the real-world topics have helped make this math seem much more “tangible.” Although the class is challenging, it has become one of Angelica’s favorites. After Biology, it is time for lunch. Angelica rarely brings her own lunch and instead chooses the fresh sandwiches at school. During lunch, students congregate in the open spaces on campus. She likes to sit at one of the tables under the shade structure outside where her CTE courses are.*

*After lunch, Angelica walks across campus to her PE class. PE takes place on the north end of the campus by the portable classrooms. Occasionally, for class, they will travel across the street to play games in the fields at Woodlake Park. Even in PE, students work collaboratively and apply real-world skills. Following this is Spanish class. Being a native speaker, she was placed in*

*Spanish 3 as a 1st-year student. Much like her English class, students are asked to speak and write on a daily basis. The opportunity to share information and collaborate with peers has been nice at CCCA. Angelica noted the classroom activities don't simply require her to memorize information but instead encourage her to truly understand the concepts. The day finishes with her returning to where she ate lunch in the outdoor covered area of campus where her Introductory to Craft Skills class takes place. This course has been really fun as she has learned hands-on skills and actually gets to build things. It feels to Angelica that this is the class that ties all her learning together. Here she applies the concepts she learns in math and science while seeing the impact her work can have on the community at large. At the end of the day, Angelica walks across the street to board the light rail and head home. She presents her school ID to the RT worker as she boards the train to waive the normal cost.*

A typical day in the life of a 1st-year student, on a Tuesday and Thursday at CCCA, might look like this:

*Being that it is the 2nd semester of her 1st year, this was her first opportunity to go off campus for her job shadowing opportunities. This semester, her internship is in the afternoon at Roebbelen Contracting Inc., which means she gets to attend classes at the Boys and Girls Club on G Street in Downtown Sacramento. Living in East Sacramento, this location is about 15 minutes closer to her house than the main campus location. With this in mind, she decided through conversations with her academic advisor to participate in the academic enrichment time prior to the start of the school day. She enjoys the study hall format, which is student led and facilitated by her advisory teacher. In this academic enrichment period, Angelica takes out her composition notebook and sits at a table with four of her classmates. They each take turns sharing a problem with which they struggled during the week. Then they work to solve the problem or question on their own. After, each student shares their answer and explains to the group how they reached the solution they did. Their advisor, Ms. Williams, stops by their table and works through one of the more difficult problems with the group. Even though Ms. Williams doesn't teach math, she worked through the problem with the students, and they had an opportunity to demonstrate their knowledge. Each round is concluded by the student who initially shared the problem reflecting on the answer they got and what they heard from their peers. At the conclusion of study hall, she and her friends took a brief break to discuss the day ahead. Her friend Rob was stressed about his upcoming project proposal for science. Angelica had gotten a jump on the work and explained it wasn't too bad and actually combined some of the things they were covering in their math class. She and her friend grabbed a snack and headed back to their class for advisory.*

*Today, in advisory, Mrs. Carr, president of the Boldt Company, virtually presented to the entire 1st-year class. On the Zoom call, Angelica could see some of her classmates who were attending class on the main campus. Recently, during advisory, students had been completing a variety of job interests surveys online and were adding to the resume they created in the 1st semester. Mrs. Carr discussed her background and how she got into the construction industry. It was so inspiring to hear her story and how the construction trades provided her with so many different opportunities. For her, the construction industry took her from working on buildings and on construction sites to jobs with universities and multi-million-dollar companies. In her current position, she has the opportunity to travel all over the nation and meet influential people. At the end of the presentation, Angelica and her friends thanked her for her time.*

*The speech ran a bit late, so they took a brief break before the start of their first block period. For the block period, Angelica logged on to her Chromebook and began working on her weekly assignments for her online college course, HCD 499 Experimental Offering in Human/Career Development. Every student in the class agrees CCCA definitely uses more technology than they were used to in middle school; fortunately, the online college course covers key skills specific to the online learning platform used by American River College. She learned some of these skills by completing the college success in first semester. Her advisory teacher, Ms. Williams, was actively checking in with students as they worked through their college course to provide additional support and to make sure students were progressing through the weekly work.*

*At the end of the block period, there was a much-needed 10-minute break. Students gathered in smaller groups and listened to music or talked about the week ahead. After the break, it was time for the second half of their block class. Angelica headed back into her classroom at the Boys and Girls Club. Here, she again grabbed her Chromebook and worked on finishing her weekly assignments for the college class.*

*Even though it was only her 2nd semester, this was Angelica's second college class. Her teacher started class by having all students share out what they were working on in their college class and describe any challenges they were facing that week. Angelica was used to sharing out because there were so many discussions and presentations in her short time on campus. These share outs were really interesting, because although every student in the class was taking a college course, they were not all in the same class. Students who had specific questions or were taking similar courses were given 15 minutes to discuss collaboratively. During this time, the teacher also went from group to group to check in with students and answer any questions they weren't able to solve. For the remaining hour of class, students worked on their college coursework online. Some students were actually taking college classes directly on the community college campus this semester, but Angelica appreciated the additional support her classmates and teacher were able to provide. After this, it was lunch time, another much-deserved break. Students who were completing internships in the morning were just arriving at the Boys and Girls Club.*

*Lunches were provided by CCCA and were handed out to students who hadn't brought their own. After lunch, Angelica walked outside to get onto the transit van provided by CCCA. Other students whose internships were closer rode RT or even walked. Her internship, however, was in Rocklin and not accessible by other public transportation options. In the van with her were seven other students who were being dropped off at various internships throughout the county. Once at Roebelen, she walked to the office she shared with her mentor. Because this was a career exploration, she'd spent 3 weeks shadowing various parts of the company. Thus far, she had spent time with their marketing director, an engineer, and the media production team. She never knew how many different career opportunities existed in the construction industry. At the conclusion of the day, she boarded the transit van, which dropped her back off at the Boys and Girls Club.*

### **Local Control and Accountability Plan**

CCCA will comply with Local Control and Accountability Plan (LCAP) requirements as described in Education Code Section 47606.5. CCCA's executive director will stay informed of any updates or changes made by the State Board of Education and will be responsible for implementing the LCFF and the LCAP.

An LCAP will be developed in accordance with Education Code Section 47606.5 and the template adopted by the State Board, and the information within it will be consistent with how data are reported on a school accountability report card (SARC). The team recognizes parent participation, community input, and transparency are all essential elements to developing school priorities and long-term fiscal plans. We will seek input from all stakeholders when developing said plans. Moreover, the board of directors, in partnership with CCCA's leadership team, will establish policies and procedures that align to and comply with all applicable deadlines, state priorities, and formats related to the LCFF and the LCAP.

Capital College & Career Academy has provided a comprehensive description of goals and actions in the state priorities, schoolwide, and for all numerically significant student subgroups, in Element 2.

## Element 2 – Measurable Pupil Outcomes

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the 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 47605.6(b)(5)(B)]*

### Introduction

The measurable student outcomes for CCCA were developed from the applicable Education Code provisions, the State Standards, including but not limited to CCSS for math and ELA, NGSS, ELD Standards, the History-Social Science Framework, and all other applicable standards, and our definition of an educated person in the 21st century. Our educational program is specifically designed to ensure all students, particularly students who have not been successful in traditional public schools, are learning and preparing for the world ahead based on a wide variety of measures.

CCCA sets high academic and behavioral standards for its scholars. Students are expected to embody the five pillars: collaboration, responsibility, grit, critical thinking, and leadership. Ultimately, the team firmly believes all students, including its numerically significant subgroups, should be able to demonstrate the measurable outcomes described in this section. The outcomes listed below prepare students to be 21st-century learners who are responsible problem solvers and effective communicators. The CCCA leadership team and teaching staff will evaluate student progress regularly and provide tiered interventions accordingly.

Capital College & Career Academy will meet all statewide standards and conduct all required student assessments pursuant to Education Code Section 60605. The Charter School will also provide a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of students, in and aligned with the eight state priorities as described in Education Code Section 52060(d) with the LCAP in accordance with Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B). CCCA reserves the right to add or amend the goals and corresponding assessments throughout the duration of the charter based on student need and California law.

### Schoolwide Outcomes and Outcome Benchmarks to Align With State Priorities

Element 1 outlines the anticipated student population CCCA expects to serve. Although it is difficult to define concrete goals without more detailed information on the students we will enroll, the leadership team focused on the performance measures the federal government has identified as having the largest impact on student learning. These leading indicators are used to identify early signs within a school organization to determine whether it is on track for achieving its goals. These indicators can help the team monitor progress with a high level of fidelity (Reform Support Network, 2015).

The goals listed below were informed by the academic performance expectations at high-performing California high schools that enroll student populations with demographic profiles

similar to the community we plan to serve. CCCA will conduct initial assessments for all incoming students following enrollment. We will use actual overall and subgroup results from enrolled students to evaluate whether the goals and metrics outlined below are reasonable and achievable or if adjustments will be necessary.

CCCA has identified comparatively high goals and outcomes for students on the SBAC and CAST, as reflected in the tables below, and will not lower expectations for SBAC and CAST outcomes based on achievement levels on these assessments at neighboring high schools. These rigorous standards were created after consulting with members of CCCA's board and several education advisors, including specialists in special education and English language acquisition. CCCA will adjust our performance expectations only if assessment data from enrolled students support those adjustments. The annual evaluation of target outcomes will be based on incoming students eighth-grade scores and the amount of growth the team anticipates seeing from these students. The rigorous curriculum, multiple layers of support, and hands-on application of learning makes the team confident students will rise to meet the high academic expectations placed on them.

In addition to CCCA's unwavering commitment to holding all students to high academic standards, there are several other factors CCCA considered when making this determination. As a small school of choice open to all Sacramento County students, CCCA's demographics are unlikely to completely mimic the demographic patterns at the nearby comprehensive high school referenced by SCOE. CCCA's admission process is transparent and uncomplicated but does require more advanced planning and intrinsic motivation than enrollment at a large, comprehensive high school. In a recent peer-reviewed study, Zaccone and Pedrini (2019) noted, "Signing up to an educational program for the pleasure of doing it—and not for external purposes—leads to better performances regarding learner effectiveness" (p. 1390). CCCA students are more likely to have higher levels of intrinsic motivation that will support their overall academic success. Students who choose to enroll at CCCA are more likely to attend school each day, further distancing themselves from their peers at traditional public schools.

Research also has suggested CCCA's approach to student learning will enhance both the academic performance and the overall development of the students we serve. Vansteenkiste et al. (2009) noted the ideal learning environment for the development of student motivation satisfies "students' needs for autonomy, competence, and relatedness" (p. 685). CCCA's project-based approach to instruction, grounded in the construction trades, will be relevant to students' lives and the work experiences in which they will engage through the internship program. Students will have numerous opportunities to exercise choice throughout their high school years. Research also suggests inquiry and project-based instruction result in sizable improvements in student achievement data when the units are implemented with fidelity to the standards and with robust teacher and administrative supports (Geier et al., 2007).

CCCA recognizes SCOE's concern regarding the rigor of the measurable student outcomes defined in this petition. The Charter School will assess and refine our student outcomes, metrics, and targets regularly to ensure alignment between CCCA's mission, curriculum, assessments, and state standards. CCCA will provide regular updates to our authorizer throughout this process to ensure SCOE that CCCA's measurable student outcomes are rigorous yet achievable.

The outcome benchmarks listed below, aligned with the statewide priorities, serve as a roadmap to ensuring all students are prepared to be learners in the 21st century. It is through these benchmarks and the five pillars of a CCA student that the Charter School looks to fulfill its mission of preparing tomorrow’s workforce today. These benchmarks also serve as a guide for further unit and lesson plan development.

<b>Statewide Priority 1: Basic Services</b>			
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every student has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).			
<b>Schoolwide Goals</b>	<b>Measurable Outcomes</b>	<b>Measures / Assessment of Progress</b>	<b>Actions to Achieve Goal</b>
Instructors will be considered well qualified and fully credentialed in the subject areas they will teach, and instructors will be encouraged to secure additional credentials appropriate for ELs and special education	<ol style="list-style-type: none"> <li>1. In accordance with AB 1505, 100% of subjects are taught by appropriately credentialed and qualified teachers</li> <li>2. All teachers will hold appropriate authorization/credentials specific to ELs</li> <li>3. At least one education specialist will hold appropriate credentials for special education</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure 100% of teachers are appropriately credentialed to teach their subject matter test</li> <li>2. Annual review of credential/authorization status</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher credentials are thoroughly checked by the executive director or designee during interview process and reviewed before a final offer of employment</li> <li>2. Executive director/designee will seek out teachers with desired credentials and authorization during hiring process and individuals with these credentials will be given priority at hiring</li> <li>3. Executive director/designee will explore appropriate compensation for teachers seeking additional credentials/authorization</li> </ol>
All applicable courses will align with CCSS, and all subgroups of students will receive access to resources and services that allow them to fully engage in the coursework	<ol style="list-style-type: none"> <li>1. 100% of applicable coursework will be vetted by credentialed teachers, the leadership team and college and career partners, as appropriate</li> <li>2. 100% of subgroups of students will receive access to instructional</li> </ol>	<ol style="list-style-type: none"> <li>1. Scope and sequence document includes listed curricular materials for each class</li> <li>2. Regularly scheduled collaboration time is established with community college</li> <li>3. All final</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive director and instructional leads will conduct annual inventory of instructional materials and execute immediate purchase of necessary resources.</li> <li>2. Board finance committee and executive director will conduct annual budget process to ensure purchase of materials</li> <li>3. Executive director/designee will conduct weekly observations to ensure implementation of materials</li> </ol>

	materials, resources, and services that allow them to engage fully and equitably with CCCA coursework	curricular materials are reviewed by the leadership team	and alignment to CCSS.
Curriculum provides students across all subgroups with engaging learning opportunities that prepares them for both college and a career	<ol style="list-style-type: none"> <li>100% of CTE curriculum that is developed internally or adopted by CCCA aligns with college and/or industry standards</li> <li>100% of subgroups of students will receive access to resources and services to engage equitably with the CTE curriculum</li> </ol>	<ol style="list-style-type: none"> <li>Board members reflect the diverse learning outcomes sought by CCCA</li> <li>Each class has at least two cross curricular learning opportunities as measured through scope and sequence documents per semester</li> <li>Results from annual student/family survey indicate students can engage appropriately with the CTE curriculum</li> </ol>	<ol style="list-style-type: none"> <li>Executive director and board will establish an industry advisory committee that will meet regularly to provide guidance regarding the selection and evaluation of CTE content</li> <li>Executive director and industry advisory committee members will observe CTE classrooms and worksites regularly to ensure instructional materials are available and differentiated as needed</li> <li>Instructors in CTE courses will receive professional development provided by the executive director or designee to support the engagement of students across all subgroups</li> </ol>
Facilities allow for unique programmatic needs of CCCA and is accessible to all subgroups.	<ol style="list-style-type: none"> <li>CCCA secures an appropriate facility to serve as the primary school site, pending approval of the charter petition. The confirmation of satellite learning centers will also occur once the petition receives final approval</li> <li>CCCA will make</li> </ol>	<ol style="list-style-type: none"> <li>Executive director and board will conduct review of school facilities to ensure the building meets all legal requirements which includes a “shop” area for all CTE courses</li> <li>Executive director/designee will conduct</li> </ol>	<ol style="list-style-type: none"> <li>Executive director/admin designee will work with industry advisory committee and commercial real estate professional to identify primary school site and potential satellite learning centers.</li> <li>Executive director/designee will consult with legal counsel and SCOE to ensure facilities are legally compliant and accessible to all</li> <li>Executive director/designee will conduct facility walkthroughs quarterly to</li> </ol>



	required revisions to the facility to facilitate access to all students. Several possible locations for satellite campuses are listed in Element 4 and Appendix A.	regular walkthroughs of facility to ensure they are accessible to all students	ensure facility is accessible and welcoming to all.
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<b>Statewide Priority 2: Implementation of State Standards</b> Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency			
<b>Schoolwide Goals</b>	<b>Measurable Outcomes</b>	<b>Measures / Assessment of Progress</b>	<b>Actions to Achieve Goals</b>
CCCA will fully implement the State Standards	<ol style="list-style-type: none"> <li>100% of applicable courses will align with State Standards</li> <li>100% of applicable courses will be UC A-G approved</li> </ol>	<ol style="list-style-type: none"> <li>Quarterly review and inspection of lesson plans, curriculum, and internal and external assessments by executive director/designee</li> <li>Approval by the UC course approval system for applicable courses</li> <li>Cross-curricular learning opportunities reflect multiple content standards</li> </ol>	<ol style="list-style-type: none"> <li>Administration will purchase aligned state-approved online curriculum</li> <li>Administration will develop scope and sequence for each grade level and subject</li> <li>Teachers will be trained and supported on the implementation of CCSS at summer training and during the school year</li> <li>Executive director/designee will secure UC approval of applicable coursework</li> <li>Teachers will be trained and supported on the UC A-G course requirements</li> </ol>
All EL students will access the CCSS-aligned curriculum with additional scaffolds and support to	<ol style="list-style-type: none"> <li>100% of EL students will access academic content knowledge</li> </ol>	<ol style="list-style-type: none"> <li>Percentage of students making progress toward English language proficiency as measured by</li> </ol>	<ol style="list-style-type: none"> <li>Instructional staff will receive ongoing professional development aligned with ELD standards and research-based, instructional</li> </ol>

ensure they are achieving English language proficiency	<p>through the implementation of the State Standards</p> <ol style="list-style-type: none"> <li>The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually</li> </ol>	<p>ELPAC assessment</p> <ol style="list-style-type: none"> <li>Review of course scope and sequence documents, lesson plans, curriculum, assessments.</li> <li>Internal and external assessment of EL supports across courses</li> </ol>	<p>practices</p> <ol style="list-style-type: none"> <li>Executive director/designee will review instructional materials and observe classroom instruction regularly to ensure alignment with CCSS and ELD standards</li> <li>Instructional staff may provide ELD pullouts for low ELPAC students</li> </ol>
CCCA will provide multilingual students innovative, engaging, and research based instructional strategies meant to build students' content knowledge while expanding their linguistic abilities in English.	<ol style="list-style-type: none"> <li>75% or more of ELs (including LTELs) will make one or more levels of growth on the ELPAC</li> <li>The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually</li> <li>75% of ELs will make measurable growth on their annual iReady assessment</li> </ol>	<ol style="list-style-type: none"> <li>Annual ELPAC score</li> <li>11<sup>th</sup> grade CAASPP scores compared to 8<sup>th</sup> grade scores</li> <li>Teacher generated, classroom assessments</li> <li>Biannual iReady scores</li> </ol>	<ol style="list-style-type: none"> <li>Quarterly EL staff presentations</li> <li>Staff PLC process</li> <li>ELAC committee</li> <li>Executive Director and assistant site director walk throughs</li> </ol>

<p><b>Statewide Priority 3: Parental Involvement and Family Engagement</b>  Parental involvement and family engagement, including efforts Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated students and individuals with exceptional needs.</p>			
<b>Schoolwide Goals</b>	<b>Measurable Outcomes</b>	<b>Measures / Assessment of Progress</b>	<b>Actions to Achieve Goals</b>

<p>Each family will be partners in the educational process</p>	<ol style="list-style-type: none"> <li>1. At least 75% of families will indicate they are satisfied with opportunities for parental involvement offered by the school</li> <li>2. At least 75% of families will volunteer at least 10 hours per year</li> </ol>	<ol style="list-style-type: none"> <li>1. Climate surveys</li> <li>2. Volunteer hours</li> <li>3. WASC Process</li> <li>4. ELAC</li> <li>5. Parent Committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive director/designee will provide regular updates to school community and highlight work of parent volunteers</li> <li>2. Develop volunteer management/tracking system to accurately track involvement</li> <li>3. Direct parent involvement will be encouraged, but recognizing it may not be required, the leadership team and board shall explore additional opportunities to engage with the school</li> </ol>
<p>Establish and increase parent learning opportunities centered on student’s current high school plans and future educational and career goals. Engagement must include parents of ELs, low income, foster, and homeless youth, as well individuals with exceptional needs.</p>	<ol style="list-style-type: none"> <li>1. At least 75% of CCCA families will complete annual family survey</li> <li>2. At least four on-campus events will be held annually to engage families, especially subgroup families, in the learning process. These may include report card pick up, parent/teacher conferences, committee meetings, coffee with the coordinator, college nights, lunch with the counselors, and parent learning opportunities</li> <li>3. At least 2 on-campus or virtual events will be held annually focused specifically on the needs of parents of subgroup students. This may include a parent meeting with a special</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual survey completion rates</li> <li>2. Strategy and planning documents related to engagement of families</li> <li>3. Agendas and attendance for family engagement events</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership team will develop and launch a schoolwide campaign encouraging families to complete the annual family survey</li> <li>2. Executive director/designee will develop and implement communications strategy to encourage attendance at major schoolwide events using multiple languages and social media</li> <li>3. Board and executive director will explore creating an ad hoc family engagement committee that will report on family engagement through the LCAP and ELPAC (if applicable) and other parent groups.</li> </ol>

	education teacher or advocate to discuss the IEP process and the rights of families provided by IDEA.		
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**Statewide Priority 4: Student Achievement**  
Pupil achievement, as measured by the following, as applicable:

1. California Assessment of Student Performance and Progress statewide assessment
2. Percentage of students who have successfully completed courses that satisfy UC/CSU entrance requirements or CTE
3. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
4. EL reclassification rate
5. Percentage of students who have passed an AP exam with a score of 3 or higher
6. Percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Schoolwide Goals	Measurable Outcomes	Measures / Assessment of Progress	Actions to Achieve Goals
CCCA students will be creative problem solvers <sup>16</sup>	<ol style="list-style-type: none"> <li>1. 70% of CCCA students, including numerically significant subgroups, will increase or maintain their proficiency in math and ELA based on their eighth-grade CAASPP scores</li> <li>2. 80% of students will score proficient on their final capstone project</li> </ol>	<ol style="list-style-type: none"> <li>1. CAASPP data</li> <li>2. Internal and external benchmark assessments</li> <li>3. iReady assessments</li> <li>4. AP exam scores</li> <li>5. Capstone project</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructional team will establish, monitor, and analyze benchmark proficiency and growth goals</li> <li>2. The administration will provide training and ongoing coaching to instructional staff to support the analysis of benchmark data and support the modification of instruction to meet individual needs.</li> <li>3. The administration and teacher leaders will regularly visit classrooms to observe instruction, and struggling teachers will receive additional coaching and support</li> <li>4. The school will provide appropriate interventions,</li> </ol>

<sup>16</sup> Indicates core competencies required of an educated person in the 21st century.

			through MTSS process, to students having difficulty mastering coursework
All students will be supported in their learning	<ol style="list-style-type: none"> <li>1. Early interventions will be effective in supporting struggling students as indicated by grades and progress reports 60% of the time</li> </ol>	<ol style="list-style-type: none"> <li>1. SST/intervention process</li> <li>2. iReady assessments</li> <li>3. Student transcripts</li> <li>4. Classroom-based assessments</li> <li>5. State assessments</li> <li>6. AP exam scores</li> <li>7. Percentage of students making progress toward English language proficiency as measured by ELPAC assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructional staff will implement CCSS-aligned curriculum and instructional strategies including regular assessment of student knowledge</li> <li>2. Leadership team will review student data and progress toward goals at least monthly.</li> <li>3. Leadership team will monitor data and progress of students who may be at risk on a biweekly basis.</li> </ol>
Graduates will be college accelerated and career prepared	<ol style="list-style-type: none"> <li>1. CCCA's CTE pathway completors will exceed countywide average</li> <li>2. 100% of students will have access to dual enrollment opportunities</li> <li>3. 100% of students will participate in career exploration opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance data</li> <li>2. Course catalog</li> <li>3. Capstone course grades</li> <li>4. Internship placement data</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole staff meetings will regularly incorporate dual enrollment information including key deadlines</li> <li>2. Scope and sequence documents will include opportunities for collaboration with outside industry partners</li> <li>3. Integrated curriculum will be strengthened through PLC process</li> <li>4. Externships will strengthen staff understanding of real-world applications of their curricula</li> <li>5. Weekly communication with parents and students will high light key dual enrollment dates</li> <li>6. Annual career fairs will provide exposure to careers</li> </ol>

**Statewide Priority 5: Student Engagement**  
Pupil engagement, as measured by all the following, as applicable:

1. School attendance rates
2. Chronic absenteeism rates

3. Middle school dropout rates (EC §52052.1(a)(3)) 4. High school dropout rates 5. High school graduation rates			
Schoolwide Goals	Measurable Outcomes	Measures / Assessment of Progress	Actions to Achieve Goals
CCCA students will regularly engage and participate in school.	<ol style="list-style-type: none"> <li>1. CCCA’s chronic absenteeism rate will be less than county average rate of 14.1%<sup>17</sup></li> <li>2. Chronic absenteeism rates for all subgroup students will be lower than county rate or at least 2% lower than the previous year</li> <li>3. ADA at or above 95%</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance data/ADA</li> <li>2. Number of tardy students</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration and advisory leads will closely monitor student attendance and begin escalating outreach (phone, meeting, meeting with administration) to engage families of students with attendance concerns</li> <li>2. The school will incentivize and reward strong attendance and improvement</li> <li>3. The administration will regularly engage families and subgroups of students to identify barriers that may be limiting their ability to attend school</li> <li>4. The administration will develop an action plan to reduce chronic absenteeism among subgroups of students</li> </ol>
CCCA will support more students through graduation and reduce the number of dropouts, especially among subgroup populations	<ol style="list-style-type: none"> <li>1. CCCA will have a graduation rate above the countywide average of 83.7% or increase 2% annually</li> <li>2. CCCA will have a cohort dropout rate lower than the countywide average of 7.8%</li> </ol>	<ol style="list-style-type: none"> <li>1. California School Dashboard</li> <li>2. Graduation rate data</li> <li>3. Student transcripts</li> </ol>	<ol style="list-style-type: none"> <li>1. The administration will hire college and career counselors who have demonstrated success supporting similar students through to graduation</li> <li>2. The advisory program will be focused on graduation and college and career options/advisors will develop close relationships with their advisees as they track their performance regularly</li> <li>3. Advisors will convene relevant instructional and support staff to discuss individual student performance and strategies to support at-risk students</li> </ol>

17 CDE Dataquest Chronic Absenteeism Rate (2018-19)  
<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=County&cds=34&year=2018-19>

**Statewide Priority 6: School Climate**

As measured by the following, as applicable:

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

Schoolwide Goals	Measurable Outcomes	Measures / Assessment of Progress	Actions to Achieve Goals
CCCA graduates will be responsible citizens <sup>18</sup>	<ol style="list-style-type: none"> <li>1. 90% of students will participate in at least one community service project per year</li> </ol>	<ol style="list-style-type: none"> <li>1. Registration and sign-up data</li> <li>2. Student portfolios</li> <li>3. Student reflections on the community service experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration and advisory leads will discuss community service as related to core values</li> <li>2. Advisory leads will facilitate research and registration for group/individual community service projects</li> <li>3. Students will reflect on these experiences as part of their annual portfolio project and shared their experiences with incoming students as a recruitment strategy</li> </ol>
Students are equal partners in the learning process	<ol style="list-style-type: none"> <li>1. 100% of students will be eligible to serve and/or elect representatives to the student advisory council that will be created as part of schoolwide MTSS process</li> </ol>	<ol style="list-style-type: none"> <li>2. Meeting notes</li> <li>3. Advisory council roster</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive director will identify staff member to facilitate advisory council</li> <li>2. Representatives from each advisory group will convene regularly to discuss relevant topics.</li> </ol>
CCCA is committed to a safe and welcoming learning environment for all students, regardless of subgroup	<ol style="list-style-type: none"> <li>1. 95% of students will complete annual school climate survey</li> <li>2. At least 80% of respondents will indicate CCCA is safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent / student handbook</li> <li>2. Results from school climate surveys</li> <li>3. Suspension and expulsion</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive director/designee will implement schoolwide MTSS that incorporates research-based best practices.</li> <li>2. Executive director/designee will provide ongoing training and coaching to staff to ensure correct implementation of MTSS</li> <li>3. Administration will develop or identify an inclusive, research-based school climate survey</li> <li>4. Results from climate survey, including</li> </ol>

<sup>18</sup> Indicates core competencies required of an educated person in the 21st century.

designation	and welcoming	data	data specifically from subgroup populations, will be analyzed by staff and shared with the board/Administration, in concert with the student advisory council, will explore policy adjustments as indicated by survey results
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<p><b>Statewide Priority 7: Course Access</b>  The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:  <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>			
Schoolwide Goals	Measurable Outcomes	Measures / Assessment of Progress	Actions to Achieve Goals
All students will participate in a range of college and college preparatory coursework	<ol style="list-style-type: none"> <li>100% of students, including subgroups of students, will have course schedules that demonstrate access to a broad course of study</li> <li>100% of students, including subgroups of students, will meet with their advisor at least twice each year to reflect on their current course of study and ensure they are on track for their unique</li> </ol>	<ol style="list-style-type: none"> <li>Student schedules and master schedule</li> <li>Agenda and sign in for advisor reflection and planning sessions</li> <li>WASC accreditation by Year 2<sup>19</sup></li> <li>UC A-G dashboard includes all offered courses</li> </ol>	<ol style="list-style-type: none"> <li>Administration will begin the process to secure WASC accreditation</li> <li>Administration will secure UC approval for applicable coursework</li> <li>Administration and instructional team will develop master schedule that provides a broad range of coursework and addresses scheduling considerations of EL students, students with disabilities, and other subgroups.</li> <li>Partnerships with industry leaders and American River College should provide a variety of course options for students.</li> <li>Administration and advisors should explore new partnership opportunities to provide expanded options to students based off student feedback.</li> </ol>



	postsecondary goals		
All students will be college prepared	<ol style="list-style-type: none"> <li>70% of graduating students will earn a minimum of 15 college units</li> <li>Early college enrollment and college credits earned by student subgroups will increase each year</li> </ol>	<ol style="list-style-type: none"> <li>Student transcripts</li> <li>Percentage of pathway completers</li> <li>Subgroup-specific enrollment and attainment data</li> </ol>	<ol style="list-style-type: none"> <li>Instructional staff and advisors will support ninth- and tenth-grade students with skills they will need to be successful in college coursework</li> <li>Advisors will check in at least biweekly with all students enrolled in college coursework</li> <li>Advisors will ensure students eligible to receive required services and supports receive the same supports in college courses</li> <li>Students flagged as at-risk by advisors or other instructional staff will receive additional support and coaching to support their college success</li> </ol>
All students are provided rigorous learning opportunities	<ol style="list-style-type: none"> <li>100% of students with exceptional needs will be provided the scaffolding and modifications necessary to ensure goals are met 70% of the time</li> </ol>	<ol style="list-style-type: none"> <li>IEP goal progress</li> <li>Student transcripts indicating UC A-G preparedness</li> </ol>	<ol style="list-style-type: none"> <li>Case manager and educational specialist will ensure instructional staff is aware of student modifications and best practices for engaging each student.</li> <li>Instructional staff will receive ongoing professional development focused on meeting the needs of all learners.</li> <li>Case manager and advisors will engage exceptional students on a weekly basis to explore progress and discuss growth toward goals</li> </ol>

**Statewide Priority 8: Other Student Outcomes**

Student outcomes, if available, in the subject areas described in Statewide Priority 7, as applicable.

Schoolwide Goals	Measurable Outcomes	Measures / Assessment of Progress	Actions to Achieve Goals
All students will demonstrate college and career readiness	<ol style="list-style-type: none"> <li>100% of student will be provided the opportunity to participate in nationally recognized</li> </ol>	<ol style="list-style-type: none"> <li>All 10th-grade students will participate in the PSAT</li> <li>All 11th and 12th graders will take</li> </ol>	<ol style="list-style-type: none"> <li>Executive director or designee will facilitate registration as a testing site.</li> <li>Administer SBAC interim assessments in ELA/math and science on a regular basis;</li> </ol>

	<p>college readiness exams</p> <ol style="list-style-type: none"> <li>65% of students will demonstrate standard “met” or “exceeded” in the SBAC ELA/Math and CAST assessment</li> </ol>	<p>the SAT</p> <ol style="list-style-type: none"> <li>65% of students demonstrate standard “met” or “exceeded” in ELA/Math SBAC assessments and CAST assessments</li> <li>100% of students with testing accommodations will be familiar with and use appropriate universal tools, designated supports, and accommodations (UDAs) on assessments</li> </ol>	<p>make appropriate modifications to instruction based on results from interim assessments</p> <ol style="list-style-type: none"> <li>Practice examinations, including UDAs when indicated, will be administered during advisory along with best practices for test-taking and CCCA-specific testing conditions</li> <li>Educational specialist and counselor will ensure all eligible students receive appropriate UDAs and provide all necessary documentation</li> </ol>
All students will earn industry-recognized credentials	<ol style="list-style-type: none"> <li>100% of graduating seniors will obtain industry-recognized credentials including: (a) OSHA 10, (b) CPR (c) NCCER Level 1 certification, (d) hand and power tools safety certification, and (e) stairway and ladder safety certification</li> </ol>	<ol style="list-style-type: none"> <li>Certification records from certifying agency</li> <li>School calendar with industry credential review dates</li> </ol>	<ol style="list-style-type: none"> <li>Executive director/designee will identify appropriate school staff to liaison with certifying agency</li> <li>Staff will be encouraged to secure instructor credentials from certifying agency</li> <li>Opportunities for credentialing and student sign-ups will be facilitated by advisors and teachers</li> <li>Executive director will review schoolwide credentials at end of each year</li> </ol>
CCCA students will be effective communicators	<ol style="list-style-type: none"> <li>100% of students must complete a capstone project prior to graduation</li> </ol>	<ol style="list-style-type: none"> <li>Capstone final course grades</li> <li>Student online portfolios</li> <li>Student presentations</li> </ol>	<ol style="list-style-type: none"> <li>Advisory leads will develop standards for annual portfolio and capstone project</li> <li>Students will explore capstone project ideas in advisory during grade 11 and finalize project in grade 12.</li> <li>Students will reflect on capstone projects to support</li> </ol>

			development of incoming students 4. Administration will develop recognition system for capstone projects
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### **Element 3 – Method for Measuring Pupil Progress**

*“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 47605.6(b)(5)(C)]

#### **Introduction**

Capital College & Career Academy will meet all statewide standards and conduct all required state-mandated student assessments as required by the Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter pupil schools. Charter school students shall participate in state-mandated testing in the same manner as other Sacramento County students.

CCCA is committed to meeting and exceeding the state’s grade-relevant standards. To achieve this, the Charter School will implement a variety of measures and assessments to gather data and inform student progress. CCCA will use a variety of assessment tools appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment. These assessments are aligned with state priorities, appropriate for Grades 9-12, and capable of being used readily to evaluate the effectiveness of and to modify instruction for individuals and groups of students.

CCCA will participate in all required statewide assessments and thus will administer the Smarter Balanced Assessment (SBAC), California Alternate Assessments (CAA), and California Science Test (CAST) for every applicable subject (language arts, math, and science). Most state testing will occur in 11th grade; however, students will be exposed to testing in other grades through Smarter Balanced interim assessments. We will also administer the ELPAC as appropriate for our students for whom English is not their primary language. Our ninth-grade students will also participate in the FITNESSGRAM assessment. Outcomes of our statewide assessment will be measured and reported by the California Department of Education.

In addition to state mandated assessments, we will use the nationally recognized and standards-aligned iReady assessment suite to gather actionable diagnostic data in reading and math for all incoming ninth graders and new students and regularly for all enrolled students in Grades 9–12. iReady assessments will be administered on a regular basis to all students enrolled at CCCA in Grades 9–12, at least twice per year, to provide evidence of continued student growth on a common interim assessment. Data will be used to track student progress but will also provide teachers with additional information to support the differentiation of instruction. These data will also help CCCA provide targeted interventions to support students who may not be reading at grade level.

A variety of internal assessments will supplement externally developed assessment instruments; these tools will be used to gauge student engagement and comprehension and will allow teachers to modify instruction for individuals or even an entire classroom. These instruments will vary by course and unit but will often include daily exit tickets, think-pair-shares, and homework assignments. More formal measures of assessment will include unit tests and summative assessments at the end of each course. As we will seek UC approval of our A-G coursework, all A-G classes will include regular unit assessments that reflect the state requirements. Assessment

of student learning at our community college partner will reflect the same assessments other community college students will take; these will likely include a mix of formative and summative assessments.

Students with IEP or Section 504 accommodations for testing will receive required supports on all assessments as indicated by their IEP or 504 plan. To best prepare these students for success with required state assessments, individual supports will align as closely as possible with the CDE's universal tools, designated supports, and accommodations for CAASPP and ELPAC administrations as specified in each student's IEP or 504 plan.

Our commitment to providing real-world learning experiences requires us to assess student learning authentically. The STEAM principles guiding our instruction engage students in content standards through project-based learning. At the conclusion of a project, student learning is assessed through presentations of knowledge and student reflections on their learning. These presentations are evaluated most often using a project-specific rubric and allow peers and external experts the ability to assess student performance. This mastery-based approach to assessment should encourage students to take risks and learn from their academic challenges as they seek answers based on feedback and reflection. Authentic assessments such as this will be central to our school, particularly with our focus on postsecondary options.

Preparing students for life after high school is foundational to our mission. Although some universities have begun a transition away from admission decisions based on high-stakes testing, we believe it is important to prepare our students for as broad a range of options as possible. Accordingly, we will administer the PSAT, SAT, and ACT to students in the appropriate grade levels and apply to become a test administration site to simplify access for students and families.

Assessments Summary Outcomes Matrix						
Assessment Name	Relevant Grade Levels	Statewide Priority Area	Relevant Subject Areas	Purpose/ Use of Tool	Frequency	Outcomes
iReady	9th-12th	4	Math/ELA	Criterion-referenced test that allows CCCA to determine the placement and growth of students relative to the CCSS standards in ELA and math	Grade 9-12 – twice annually	70% increase or maintain proficiency in ELA and math relative to eighth-grade performance 70% increase or maintain proficiency in ELA and math relative to the student's performance in the prior year
Formative assessments (e.g., exit tickets, weekly quizzes)	9th-12th	4	All	These assessments will be administered frequently (end of the class period, weekly, end of unit) to gauge the level of student mastery of objectives. Results will be used to inform and modify instruction.	Frequent (Daily/Weekly)	70% demonstrate proficiency in specified area
Unit tests	9th-12th	4	All A-G courses	Standards-aligned assessments that reflect A-G requirements	Course-dependent, roughly every 4 weeks	70% demonstrate proficiency in subject area
Summative assessments	All	4	All	End of semester summative assessments will assess progress and growth. Provide data to norm rigor and alignment to SBAC / results will be used to	Twice annually	70% demonstrate proficiency in specified subject area

				improve curriculum and instruction		
Project Presentations	9th-12th	4, 7, 8	All	Assessment of student mastery in the form of authentic presentations and projects. Standards-aligned and evaluated via rubric	Ongoing	70% demonstrate evidence of mastery
Student Portfolio	9th-12th	4, 6, 7, 8	All Advisory	Provides evidence of student mastery of instructional content through authentic projects, products and performance tasks	Ongoing	100% demonstrate evidence of mastery annually and upon graduation
Physical Fitness Test	9th	4	PE	State-mandated performance assessment	Annually	Physically fit in at least 4 of 6 areas
PSAT/SAT	10th-12th	8	ELA/Math	Assessment of acquired knowledge and college preparedness	Annually	70% perform at the national norm
SBAC	11th	8	ELA/Math	Assessment of student mastery of grade level ELA and Math standards. Criterion referenced data on student mastery of grade level standards	Semi-annual	65% demonstrate standard “met” or “exceeded” according to scale score range
CAST	11th/12th	4	Science	Assessment of student	Annually	65% demonstrate standard “met” or

				mastery of grade level science standards		“exceeded” according to scale score range
California Alternate Assessment	11th/12th	4 and 7	All	Assessment of student mastery of core content connectors, only for students with the most significant cognitive disabilities	Annually	Student-specific based on IEP recommendations
Armed Services Vocational Aptitude Battery (ASVAB)	9th-12th	8	All	Career interest survey. May lead to job offers from the US Military. Construction companies who have spent 2, potentially 3 years training students would have more motivation to match salary/ job offers thus increasing graduates initial earning potential.	Annually	N/A
ELPAC	All	2 and 8	ELD across all subject areas	Measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified	Upon enrollment in CA school and annually until reclassification	Each student will grow at least 1 performance band annually/Demonstrate proficiency within 3-4 years



## **Data Analysis and Reporting**

In addition to the assessments noted above, CCCA will annually create and publish the School Accountability Report Card outlining the overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroups. The executive director or a designee will provide an annual report of progress on goals outlined in the charter along with the SARC to the CCCA board of directors and community. This report will include at a minimum the following elements:

1. Summary data showing student progress toward goals and outcomes specified in the Charter from assessment instruments and techniques listed above.
2. An analysis of whether student performance is meeting the goals specified in the Charter.
3. Data on level of parent involvement in the Charter School's governance and other activities.
4. Data on number of staff working at the Charter School and their qualifications.
5. A copy of the Charter School's health and safety plan.
6. An overview of the Charter School's admissions practices during the year and data on number of students enrolled, number on waiting lists, and number of students expelled and/or suspended.
7. Information demonstrating whether the Charter School implemented the means listed in the Charter to achieve a racially and ethnically balanced student population.

The advisory period will allow students and teachers regular opportunities to review progress; students must meet with their advisor at least twice monthly to discuss academic progress. During these meetings, students will review their current performance and identify any challenges. These meetings will allow students to reflect on their progress and establish both short- and long-term goals tailored to their specific learning needs.

Assessment progress and data will be collected and stored in a student information system similar to PowerSchool. Classroom grades and internal class assessments will likely be handled through a learning management system like those available through Google Suite or Schoology. School staff and each student's parent/guardian will have access to their student's performance reports. Families will be provided with training to access, understand, and monitor student performance reports at the beginning of each year.

At CCCA, the team will engage in a process of regular data analysis and reflection to inform and adapt the instructional model to best meet the needs of all learners. Much of this will be driven through each student's advisor, who will regularly monitor student performance across all subjects; meet regularly with each student; and be empowered to bring teachers, students, and family members together to provide early intervention supports to students. CCCA will collect and evaluate a significant amount of data about each student and about groups of students. We will ensure student data are treated to safeguards and protections to ensure student privacy. Below are listed some of our best practices and uses of student data at CCCA:

1. Set and monitor measurable schoolwide and grade-level goals and achievement targets
2. Define action steps necessary to achieve schoolwide and grade-level goals

3. Identify groups of students and individual students who may require additional enrichment or support and develop action steps for remediation through MTSS process
4. Drive development of standards-aligned curriculum and lesson planning based on needs and interests of students
5. Provide students, teachers, and advisors the opportunity to engage in reflective conversations regarding individual student's progress toward mastery
6. Programmatic evaluation
7. Identify strengths and weaknesses in programmatic and instructional practices and support development of targeted professional development
8. Provide timely updates to all stakeholders regarding student performance.

#### **Local Control and Accountability Plan**

CCCA will use the various forms of data collected to evaluate our progress toward the goals described in Element 1 and 2 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1 of each year, CCCA will produce an LCAP, which shall update the goals and annual actions to achieve the goals identified in this charter regarding the state priorities using the template adopted by the State Board of Education. CCCA shall submit the LCAP and an annual update to SCOE annually on or before July 1 of each year, as required by Education Code Section 47604.33.

#### **Element 4 – Location of Each Charter School Facility**

*“The location of each charter school facility that the petitioner proposes to operate.”* [Education Code Section 47605.6(b)(5)(D)]

Capital College & Career Academy plans to operate from a main facility in North Sacramento as well as several learning center facilities near our industry partners, across Sacramento County. The primary school site is planned to be located at 501 Arden Way, Sacramento, CA, 95815. CCCA is currently in escrow to purchase the facility using funding from a private bond offering for the purchase and buildout of the site. The school site has not served as a school facility in the past, but the CCCA founding team has been having active discussions with the city planning department regarding the retrofitting of the facility to meet all applicable legal requirements to allow the facility to serve as a charter school. The cost of purchasing the facility is described in the attached budget documentation. During a regularly occurring board meeting on June 28, 2021 CCCA passed a reimbursement resolution to recuperate expenditures tied to the purchase of the facility leading up to the acquisition of the private bond offer. The team has also worked closely with StudioW Architects to develop the initial site plans. The preliminary work schedule related to the development of the project is included in Appendix E. Escrow documentation and costs related to the buildout of the property can be made available upon request. Purchase and buildout of the property is accounted for in the private bond offering and reflected in the budget under the line item for “rent.”

The primary school facility at 501 Arden Way will have sufficient space to accommodate all student enrollment projections through this charter term. The main building is over 18,500 square feet with the primary CTE space occurring under the covered outdoor area attached to the main building. In addition, the team proposes four portables on the northwest portion of the property. Square footage and additional space usage is shown in the site plan found in Appendix E. The facility is directly accessible to public transportation and has ample parking spots for faculty and student use. The exact number of parking spots will be finalized through our continued process of collaboration between the city, the current owner, and StudioW Architects. CCCA’s board of directors has representatives from four of the largest general contractors in the region who have extensive experience building schools. Their guidance and support have been instrumental in development of the site plan. CCCA recognizes accessibility to our school from all parts of the county may be challenging, but the Charter School has been mindful to select a location directly across the street from a major regional transit stop and is situated between two major highways. CCCA believes access to public transportation and proximity to major area thoroughfares will allow all interested students to access the school facility. In addition, initial interest forms have demonstrated wide ranging support of the proposed model and the willingness of families to commute for this educational alternative.

In addition to the primary school facility, CCCA will scale the use of satellite learning centers throughout the county gradually. As described in Element 1, these locations throughout Sacramento County are meant to act as a hub-and-spoke model that fosters greater student access to authentic industry-based learning experiences while reducing learning loss associated with travel time. The initial learning center space at the Boys and Girls Club allows for up to 25 students and is approximately 550 square feet. There are additional rooms available that could be used if

demand were to increase. It is important to note that a countywide benefit designation does not require multiple school sites throughout a county; rather, a countywide benefit charter is granted when students cannot be served as well in a single district. The reduction in learning loss associated with these resource centers is what makes these resource centers an essential component of the educational program and the reason why CCCA is seeking a countywide benefit designation. It is also important to note that the locations of the proposed resource centers were identified based on the wraparound services provided by these community partners and their proximity to high-need communities where the disconnect between postsecondary options are most prevalent. As demonstrated in the table found in Element 1 titled, CCCA Learning Center Proposed Growth Model (2023–2028), the team proposes to open a second learning center in South Sacramento by Year 3 of operation. A third resource center is proposed to be added by Year 5 of operation. This strategic growth plan ensures CCCA is fiscally solvent and only growing after a strong foundation is in place. This gradual growth also ensures more communities of need around the county have access to the programmatic offerings provided by CCCA. These satellite campuses also provide a case study around community interest and paves the way for future school site locations if CCCA were to delve into other industry sectors after its initial charter term.

During a regular school week, students will spend 3 days at the main school site, with all teachers participating in their core classes. Each semester, students will spend their Tuesdays and Thursdays either at one of the satellite learning centers or at the main campus. This will be contingent upon students' course enrollment and the location of their off-campus internships. These satellite campus facilities will be staffed with a teacher teaching the elective course being offered at the site and a roving teacher who will help oversee student internship progress. Additional support staff will follow students with exceptional needs as dictated in their IEP or through the MTSS process. These learning centers will be reserved for use of CCCA students during school hours and during the school year. Each learning center will be zoned appropriately to allow students to use the location. Although these locations will accommodate a relatively small number of students, CCCA has also prioritized identifying locations that allow for future expansion as enrollment grows. Students will always be supervised by CCCA staff members while working at these satellite campuses.

CCCA's preferred initial location for its first learning center campus is the Boys and Girls Club of America. As shared previously, the team will start with a single resource center located at 1117 G Street, Sacramento, CA, 95814. An MOU to enter into a lease agreement can be found in Appendix A. Supplemental letters of intent from Associated Builders and Contractors NorCal and the Girl Scouts Heart of Central California act as contingency sites. Final execution of the aforementioned lease agreement is dependent upon approval of the charter petition. Associated costs include a portion of utilities and individual student memberships to the Boys & Girls Club. These costs are reflected in our budget. It is our expectation that the number of learning centers will increase gradually, as the Charter School's enrollment increases.

## Element 5 – Governance Structure

*“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 47605.6(b)(5)(E)]*

### **Legal Structure and Legal Assurances**

CCCA will operate as a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter. According to the Articles of Incorporation, which were filed on April 26, 2019 (see Appendix R), the name of the nonprofit corporation is “Capital College & Career Academy,” and it is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Capital College & Career Academy will operate autonomously from the County with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the County has complied with all oversight responsibilities required by law.

Material revisions to the charter may be implemented by approval of the Sacramento County Board of Education and the Capital College & Career Academy Board of Directors.

### **Board Member Selection and Election Process**

The CCCA Board Bylaws, which can be found within the board handbook in Appendix S, outlines the board member selection and election process. Initial consideration and interview of prospective board members will be the responsibility of the Board Election Committee (BEC). The BEC will meet at least annually to evaluate the continuation of existing board members and review new applications. The BEC will make recommendations to the board regarding approval of new board members. The Board will consider the BEC recommendation and approve all new board members. The BEC shall consist of the following members: executive director, vice chair, non-board member, and one director at large. Once the board has appointed members to the BEC, the members of the BEC shall determine its chairperson ensuring no board candidate, spouse of a board candidate, or director running for reelection, is a member of the committee.

### **Board Qualifications**

Candidates for the Board of Directors shall be made by self-nomination. Board seats are currently available to any community members. Through the BEC, the team has worked to ensure all candidates have a background that supports the unique nature of the Charter School’s mission and vision. The BEC will strive to identify and retain board members with experience and skill sets in several key functional areas that will ensure the long-term strength of the board. Individuals with expertise in education, finance, real estate/facilities, community outreach, marketing, fundraising/development, technology, and the construction trades will all be necessary to ensure an effective and independent governing body.

## Board of Directors

CCCA has established an initial Board of Directors and a founding team. Since incorporating in 2019, the CCCA Board has grown to 13 members consisting of industry experts, educators, and community advocates working in education, construction, finance, and social services. The names of our founding board members and their primary areas of expertise are listed below. More detailed biographies and resumes for each board member are in Appendix C. CCCA’s Board members have played an active role in the development of the school model and community outreach.

Name	Experience/Expertise
Deborah Wilder	Legal/ Education/ Workforce Development
Mich Kiwan Gomez	Education/English Language Development
John Belperio	Communications/Construction Trades
Timothy Blood	Workforce Development/ Construction Trades
Ken Wenham	Education/ Construction/ Finance
James Moore	Nonprofit/Community Outreach
Stephanie Hannah	Finance/Accounting
Timothy Murphy	Workforce Development/ Community Outreach
Jacobe Caditz	Education/ Workforce Development
Ian McQuoid	Workforce Development/ Construction Trades
Sheri Graciano	Diversity Equity and Inclusion/ Workforce Development/ Human resources
Raymond Hopkins	Workforce Development/ Construction Trades
Benjamin Fell	Higher Education/ Grants

## Board Member Selection

Interested candidates must submit a written letter of interest to the executive director no less than 30 days prior to nominations with a formal resume. Nominations will occur during the fiscal year prior to June 30. If a director is elected to a position outside of the July meeting, the end of their term will still end at the conclusion of the 2nd fiscal year of their service. If a director is stepping down, the newly elected director’s term will coincide with the original director’s term. Any member who is not employed by CCCA and meets the qualifications outlined in the CCCA Board of Directors Handbook may seek election as a director. All candidates must commit to sign the CCCA Board of Directors Handbook upon nomination. The BEC may choose to meet with all candidates whether they are new or have prior board service

## Professional Development for Board Members

Board members bring their own valuable knowledge and experience to CCCA, but we recognize there is often a significant learning curve as board members adapt to the unique responsibilities of charter school governance. Our founding board will receive training in governance, charter school finance, development, instruction and data analysis, school leader evaluation, and special education; future professional development priorities will be determined by the board through an annual self-evaluation process. In addition to the trainings defined, board members will be required to attend annual training on the Ralph M. Brown Act (“Brown Act”), reporting requirements under the Political Reform Act for Forms 700, and other requirements under California law. Resource permitting, we hope to partner with an organization with significant experience in board development, such as Board on Track, to support board member evaluation and education. In addition, we hope to engage with partners like legal counsel, the Charter Schools Development

Center, the California Charter Schools Association, and the California School Boards Association to support ongoing board member learning.

### **Charter School Governance Structure**

The number of directors shall be no fewer than 5 and no more than 15, unless changed by amendments to the bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). When in operation, the school leadership team will actively recruit parent representatives to serve on the board of directors. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors upon the recommendation by the BEC.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for 2 year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be three seats for a term of 2 years and four seats for a term of 3 years. The initial Board of Directors shall be as follows:

NAME	EXPIRATION OF TERM
Stephanie Hannah (Chair)	2022
Jacobe Caditz (Treasurer/ Secretary)	2023
Tim Murphy (Vice Chair)	2023
John Belperio	2023
Timothy Blood	2022
Sheri Graciano	2023
Ben Fell	2023
Mich Kiwan Gomez	2023
Ian McQuoid	2023
James Moore	2022
Ramon Hopkins	2023
Deborah Wilder	2022
Ken Wenham	2023

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The board may adopt other policies circumscribing potential conflicts of interest. Members of the Board of Directors are required to disclose any financial interest in matters that come before the Board of Directors. In addition, the Board of Directors adopted a Conflict of Interest Code that complies with the requirements of the Political Reform Act, including submittal of the Fair Political Practices Commission Statement of Economic Interests (Form 700). CCCA will comply with Corporations Code conflicts of interest rules, the Political Reform Act, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. The CCCA Conflict of Interest Code is located in Appendix Q.

As required, the Conflict of Interest Code will be submitted to the County Board of Education for approval once the Charter School is approved.

The board has a legal fiduciary responsibility for the operation of CCCA. The board ensures practices and policies are carried out in alignment with the school goals, mission statement, and charter petition. The Board of Directors is responsible for accountability and oversight of the Charter School. The primary roles and responsibilities include:

1. Hire, supervise, evaluate, discipline, and dismiss the executive director of the Charter School;
2. Ensuring effective planning and adequate financial resources;
3. Protecting assets and providing financial oversight;
4. Approve and monitor the Charter School's annual budget and budget revisions;
5. Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
6. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
7. Establish operational committees as needed;
8. Regularly measure progress of both student and staff performance;
9. Involve parents and the community in school-related programs;
10. Execute all applicable responsibilities provided for in the California Corporations Code;
11. Engage in ongoing strategic planning;
12. Approve the school calendar and schedule of board meetings;
13. Participate in the dispute resolution procedure and complaint procedures when necessary;
14. Approve charter amendments as necessary and submit requests for material revisions as necessary to the county for consideration;
15. Maintaining and building the board's capacity;
16. Ensuring legal and ethical integrity;
17. Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
18. Approve annual independent fiscal audit;
19. Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
20. Complying with local, state, and federal regulations, including compliance with the Brown Act;
21. Abiding by all internal board bylaws, including the board's Conflict of Interest Policy; and
22. Conducting an annual self-evaluation according to the board's self-evaluation protocol

The Board of Directors may delegate any of these roles and responsibilities, except the hiring and direction of the executive director, to the Charter School's executive director, staff, or third party; however, the board holds ultimate and final accountability over the performance of those powers



or duties so delegated. The board has initially appointed Kevin Dobson as the executive director who will be responsible, under the authority and with oversight by the Board, for implementation of the mission and academic program of CCCA, as well as the operational management of the Charter School.

The board will work collaboratively to make informed decisions and ensure CCCA achieves its goals while remaining legally compliant with all applicable laws governing charter schools and California nonprofits. In addition, CCCA and the Board of Directors complies with Education Code Section 47604.1 and SB 126 (2019). The board has created and approved a Board of Directors Handbook, which can be found in Appendix S.

The Board of Directors serves at the pleasure of the community it serves. Therefore, and in accordance with the Brown Act, dedicated time for public comment is provided during each board meeting. The public comment forms used at meetings are included in Appendix T. To encourage parent and community attendance at board meetings, all meeting agendas and materials are published on the Charter School’s website 72 hours in advance of a regular meeting and 24 hours in advance of a special meeting. Moreover, the team will work to establish a student liaison to the board and will encourage student awards and/or presentations to be shared during these public meetings.

The agenda for a regular board meeting will be posted 72 hours in advance of the meeting. The agenda for a special board meeting will be posted 24 hours in advance of the meeting. Board agendas will be posted at the site of the board meeting and both on the home page of the school website (<http://capcca.org/>) with a prominent, direct link to the agenda on the Board of Directors page of the site (<https://capcca.org/board-of-directors/>). The board has been meeting approximately every month up until the submission of the charter, which will continue after the charter approval. A copy of all board meeting agendas and minutes can be found on the CCCA website. As operations in the start-up phase stabilize, the board will meet as frequently as necessary, but no less than six times during the school year (at times approved in advance by the board). Meetings are open to all members of the public and shall be held within the physical boundaries of Sacramento County in compliance with the Brown Act and Education Code Section 47604.1(c)(3). All notices, agendas, and minutes of meetings will be recorded and retained in the CCCA files. These records will be accessible for public and chartering authority review upon request. The board may authorize committees and task forces as needed to develop and implement policies of the Charter School in specific areas (i.e., audit committee, advisory committee, fundraising committee). The bylaws describe the selection of directors, board composition, and procedures to conduct meetings, which may be revised as needed. Bylaws are included alongside the Board of Directors Handbook in Appendix S.

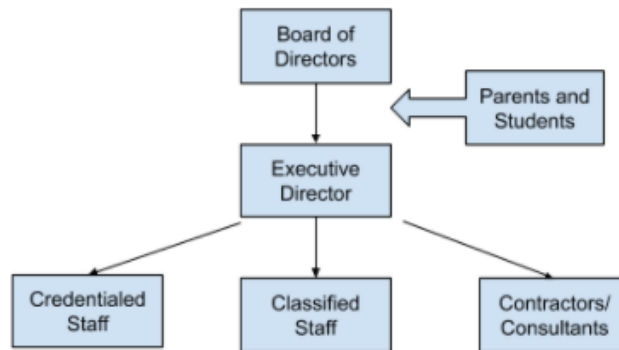
### **Roles and Responsibilities of the Executive Director**

The executive director communicates and executes the Charter School’s mission. The roles and responsibilities of the executive director include:

1. Develop and communicate the mission, academic program, and culture of CCCA to key stakeholders, including students, families, and staff
2. Design and implement fundraising initiatives in concert with the board to ensure the long-term fiscal health and viability of the Charter School

3. Hire, promote, discipline, and dismiss all employees of the Charter School
4. Ensure complete and thorough reporting to the board, including key measures of student achievement, financial indicators, and other operational issues as needed for the board to fulfill its oversight and accountability duties
5. Serve as a liaison between the County Office of Education and the Charter School Board of Directors
6. Develop and implement the budget of the Charter School in accordance with generally accepted accounting principles
7. Manage the efficient and effective planning and implementation of back-office tasks for the Charter School, including but not limited to budget development, financial reporting, audits, and fundraising
8. Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services
9. Ensure the County Office of Education and the California Department of Education receive all necessary and mandated reports and data
10. Negotiate memoranda of understanding and other contracts with the County Office of Education and any other applicable partners and/or community organizations
11. Ensure all state and federal required reports are completed and filed

### Organizational Chart



CCCA has contracted with Charter Impact for back-office services. Charter Impact, or any other contracted back-office services provider, will work closely with the executive director and the Board of Directors to ensure accounts payable and payroll is up to date. The team will work diligently to build reserves and ensure long-term fiscal stability.

### Parental/Guardian and Family Engagement

CCCA recognizes the vital role families play in the educational process and recognizes the importance of strong family partnerships. CCCA has envisioned a variety of formal and informal opportunities for parents/guardians to participate in their child’s education. These strategies rely upon regular and timely communication with families. We will use a variety of pathways to communicate with families, including our online learning platform; email from the administration; and individual teachers/advisors, phone calls, and, in some instances, home visits. Families will receive school communication in the language they most often speak at home, and interpretation will be provided upon request for in-person and virtual events. We will use results from our annual

family survey to ensure we are making progress toward our family engagement goals in alignment with state priorities. We will also use that feedback to adjust our actions or activities to engage with our community members more effectively.

The strategies below highlight several of the most common pathways through which CCCA will build relationships with our family members and engage them in the learning process.

### **Weekly Communication**

CCCA's leadership will provide weekly updates to our school community through our online learning platform and through email. These updates will include celebrations of our students, faculty, and other stakeholders; updates on key initiatives and programs; and a schedule of upcoming events at the Charter School and broader community. The communication will also provide information on upcoming volunteer opportunities. CCCA recognizes the importance of building relationships to engage our community more authentically; it is our belief that providing consistent and timely information about our school community will help strengthen the bond parents and family members have with CCCA.

### **Volunteer Calendar**

CCCA strongly encourages our families to volunteer at least 10 hours of their time during the school year. To provide timely information about volunteer opportunities, the volunteer calendar will detail upcoming volunteer opportunities and details regarding registration. There will be a variety of activities available throughout the year to ensure all volunteers can find an opportunity that reflects their strengths. The calendar will make clear that, although service is encouraged, it is not a requirement, and no student will be excluded from the Charter School or school activities due to the parent/guardian electing not to participate in volunteer activity.

### **Family/Teacher Conferences**

Families will be invited to participate in family/teacher conferences each semester to discuss each student's academic performance and growth. These conferences will generally be led by each student's advisor who will provide families with detail on the results of diagnostic assessments, the student's mastery of course content, and other performance indicators. Student-driven portfolio reflections will allow students and their families to reflect on their growth over time and to explore the student's college and career interests. In addition to these semiannual conferences, meetings to discuss a student's progress may be requested at any time by a family member, the student, or the advisor and/or classroom teachers. These may be requested if a student is having difficulty or is not being challenged enough. The Charter School is hopeful the relationship between students, families, and their advisors will evolve and strengthen throughout the 4 years of collaborative work to support each student.

### **Parent Committee**

CCCA will organize a parent committee that will meet regularly to plan community outreach, fundraising initiatives, and schoolwide events. The committee will also provide parents an opportunity to share feedback, voice concerns, or ask questions about the educational program at CCCA. The committee may offer suggestions and recommendations on issues including, but not limited to, the budget, curriculum, school policies, and the general direction of the Charter School. This committee will be spearheaded by the executive director or a designee. Over time, CCCA would like to develop parent/family leaders who will lead this committee and help establish the

priorities of this group. The executive director or a designee will continue to work collaboratively with the parent leadership to ensure alignment on priorities.

### **School Site Council**

To the extent that CCCA receives Title I federal funding, CCCA shall maintain a School Site Council (SSC) as a condition of receipt of such funding. The SSC is an advisory committee that works together to support CCCA's growth as a united and innovative school community. The membership of the SSC shall represent all major stakeholders to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission of the Charter School.

The SSC's duties and responsibilities shall include, but not be limited to, the following:

1. Measure effectiveness of improvement strategies at the Charter School.
2. Seek input from school advisory committees.
3. Reaffirm or revise school goals.
4. Revise improvement strategies and expenditures.

### **English Learner Advisory Committee**

To the extent that CCCA receives Title III federal funding and has 21 or more EL students, CCCA shall maintain an ELAC as a condition of receipt of such funding. This committee will play an advisory role on programs and services for ELs. The ELAC will assist Capital College & Career Academy in the development of the Charter School's needs assessment, Home Language Survey, and ways to help parents become aware of the importance of regular student attendance at school. CCCA will follow all applicable requirements regarding the composition of the ELAC, elections, and training.

## Element 6 – Employee Qualifications

*“The qualifications to be met by individuals to be employed by the charter school.”* [Education Code Section 47605.6(b)(5)(F)]

### Legal Assurances

The requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary 5 CCR 11967.5.1(f)(5)I. CCCA will hire qualified and passionate individuals who will work collaboratively to ensure CCCA fulfills its mission and vision of graduating students who are college accelerated and career prepared. The team is committed to ensuring the following assurances are met.

1. CCCA will not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 or any other basis protected by state or federal law.
2. All teachers will meet the requirements outlined in Education Code Sections 47605.6(l) and 47605.4(a).
3. CCCA is a school of choice and, as such, no employee will be forced to work for the organization.
4. CCCA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.
5. CCCA will comply with all state and federal laws concerning maintenance and disclosure of employee records, and CCCA will comply with all applicable provisions of the Every Student Succeeds Act.

Complete job descriptions for each of the positions listed below will be available upon request.

### Employee Qualifications

All prospective employees are required to have legal authorization to work in the United States and complete a Department of Justice fingerprinting background check and tuberculosis risk assessment. Reference checks will also be required to ensure the health and safety of the Charter School’s faculty, staff, and students.

All employees will be required to demonstrate alignment with the Charter School’s mission, vision, and educational philosophy. Each applicant’s commitment to these principles will be assessed during the hiring process. Specific qualifications for individual roles vary but the following attributes shall be sought after in all prospective employees of CCCA:

1. Alignment with the Charter School’s mission and vision
2. Represent the five pillars of CCCA: collaboration, responsibility, grit, critical thinking, and leadership
3. Unwavering belief that all students can achieve at the highest level, regardless of race, class, family background, or other demographics factors
4. Commitment to serving a diverse student population reflective of the population of Sacramento County

5. Willingness to do whatever it takes to ensure students graduate and are prepared for opportunities after high school
6. Receptive to feedback and holds themselves and others to high expectations

**Administrative/Leadership Staff**

In the initial start-up phase, the Charter School’s executive director will also serve as the site principal. As a small charter school with limited resources, the executive director is responsible for far more aspects of the Charter School’s success than a traditional high school principal and serves as the primary administrator (Carpenter & Peak, 2013). The executive director has a strong background juggling multiple responsibilities, including being a current high school principal while also leading the initiative to start CCCA. These experiences, the strong board of directors, and the various consultants with whom CCCA has partnered ensures the Charter School is set up for success.

In the initial year of the charter, there are no other administrators, including directors, administrators, or managers. There will be a lead teacher who will help serve as the administrative designee. The Charter School’s leadership structure may shift over time as the Charter School grows to full size; key staff members will collectively have all qualifications necessary to ensure the academic, financial, and organizational success of the Charter School.

The executive director will directly oversee the Charter School’s classified and instructional staff while working closely with the Charter School’s back-office provider, Charter Impact, to ensure the program is financially viable. Kevin Dobson was named Executive Director for CCCA. Recognizing financial constraints, he has committed to taking a reduced salary to ensure the school remains financially viable. The budget projections acknowledge this reduced rate and do factor in scaled growth during the charter term. Typically, staff salary schedules are finalized and agreed upon during the MOU process after charter approval.

The qualifications and responsibilities of the executive director are described below:

<b>Position</b>	<b>Certification</b>	<b>Qualifications</b>	<b>Responsibilities</b>
Executive Director	No	<ul style="list-style-type: none"> <li>• At least 2 years of successful leadership experience in a high-performing school</li> <li>• At least 5 years of leadership and management experience, ideally in a high-performing school</li> <li>• Excellence in organizational management with a proven track record recruiting, coaching and developing high-capacity teams and individuals</li> <li>• Demonstrated experience developing and managing an organizational budget</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit, hire, train, and evaluate all staff</li> <li>• Provide professional development opportunities for all staff</li> <li>• Support teachers in their professional and instructional development to ensure academic success</li> <li>• Lead the development and implementation of curriculum and assessment for all students</li> <li>• Manage school operations</li> <li>• Prepare reports to be submitted to the board</li> <li>• Develop budget based on priorities and need; facilitate</li> </ul>

		<ul style="list-style-type: none"> <li>• Background or expertise in public contracting, purchasing, or procurement best practices.</li> <li>• Past success reporting to or working closely with an independent Board of Directors</li> <li>• Strong public relations and fundraising experience</li> <li>• Exceptional emotional intelligence and ability to work with diverse stakeholders</li> <li>• Bachelor’s degree required, master’s or other advanced degree preferred</li> </ul>	<ul style="list-style-type: none"> <li>• annual audit and other financial reports</li> <li>• Ensure long-term viability of school through fundraising and development</li> <li>• Liaison between the authorizer and board; prepare reports and respond to authorizer requests</li> <li>• Maintain school facilities</li> <li>• Obtain and maintain accreditation with the Western Association of Schools and Colleges</li> <li>• Oversee the improvement and implementation of the school's programs in service of students with IEPs, ELs, low- and high-achieving students, and other applicable sub-groups</li> <li>• Lead community outreach and engagement</li> <li>• Test coordination</li> </ul>
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The assistant site director will directly oversee the Charter School’s daily operations including instructional staff and students. Due to the small initial startup size, the assistant site director is not budgeted until Year 2. Once hired, this individual will take on some of the daily tasks associated with operating the school that fall under the executive director’s initial purview. The two will work closely through the school year. The qualifications and responsibilities of the assistant site director are described below:

<b>Position</b>	<b>Certification</b>	<b>Qualifications</b>	<b>Responsibilities</b>
Assistant Site Director	Yes	<ul style="list-style-type: none"> <li>• At least 2 years of successful leadership experience in a high-performing school</li> <li>• At least 5 years of leadership and management experience, ideally in a high-performing school</li> <li>• Excellence in organizational management with a proven track record recruiting, coaching and developing high-capacity teams and individuals</li> <li>• Demonstrated experience developing and managing an organizational budget</li> <li>• Exceptional emotional intelligence and ability to</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate instructional and certificated staff</li> <li>• Provide professional development opportunities for all staff</li> <li>• Support teachers in their professional and instructional development to ensure academic success</li> <li>• Lead the development and implementation of curriculum and assessment for all students</li> <li>• Manage school operations</li> <li>• Prepare reports to be submitted to the board</li> <li>• Maintain school facilities</li> <li>• Obtain and maintain accreditation with the Western Association of Schools and Colleges</li> </ul>

		work with diverse stakeholders <ul style="list-style-type: none"> <li>• Master’s or other advanced degree required</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee the improvement and implementation of the school's programs in service of students with IEPs, ELs, low- and high-achieving students, and other applicable sub-groups</li> <li>• Lead community outreach and engagement</li> <li>• Test coordination</li> <li>• Oversee schoolwide MTSS process</li> </ul>
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The special education director will directly oversee the Charter School’s special education department and related student services. Due to the small initial startup size and the projected special education population, the director is not budgeted until Year 3. Initially, the educational specialist will work directly with the executive director and assistant site director to ensure compliance. In these initial years, the educational specialist and the executive team will work directly with the El Dorado SELPA to ensure compliance. By Year 3, the special education director will be the primary contact. Once hired, this individual will take on some of the daily tasks fell under the assistant site director’s purview. CCCA believes in building capacity from within and hopes that, eventually, the initial educational specialist can transition into this director role. The qualifications and responsibilities of the special education director are described below:

<b>Position</b>	<b>Certification</b>	<b>Qualifications</b>	<b>Responsibilities</b>
Special Education Director	Yes	<ul style="list-style-type: none"> <li>• Minimum three (3) years of progressive experience working within a school special education setting.</li> <li>• At least 2 years of leadership and management experience, ideally in a high-performing school</li> <li>• Experience as a site administrator (principal, assistant/vice principal) preferred</li> <li>• English Learner (EL) Certification</li> <li>• Excellence in organizational management with a proven track record recruiting, coaching and developing high-capacity teams and individuals</li> <li>• Demonstrated experience developing and managing an organizational budget</li> </ul>	<ul style="list-style-type: none"> <li>• Attends SELPA Steering Committee meetings and shares learning with relevant staff.</li> <li>• Serves as local education agency (LEA) representative to the SELPA.</li> <li>• Develops and coordinates all special education programs.</li> <li>• Establishes procedures to process and place eligible students in special education programs from admission to dismissal.</li> <li>• Develops budget recommendations and monitors program expenditures.</li> <li>• Keeps informed and communicates to staff all legal requirements governing special education.</li> <li>• Prepares all federal, state, and local reports on special education programs.</li> </ul>



		<ul style="list-style-type: none"> <li>• Exceptional emotional intelligence and ability to work with diverse stakeholders</li> <li>• MA or MS in special education, school psychology, or a related field</li> </ul>	<ul style="list-style-type: none"> <li>• Recommends policies and programs reinforcing the concept of least restrictive environment for individuals with exceptional needs.</li> <li>• Develops, conducts and/or facilitates professional growth programs and opportunities for special education department staff</li> <li>• Serves as school representative to mental health-related organizations and providers.</li> <li>• Organizes and coordinates research relating to best practices in optimizing learning outcomes for students with exceptional needs.</li> <li>• Participates in the recruitment, selection, and assignment of all special educational personnel</li> <li>• Provide professional development opportunities for all staff</li> <li>• Coordinates parent education program for parents of children with exceptional needs.</li> <li>• Assists in developing plans for facility design in accommodating students with disabilities.</li> <li>• Acts as representative in mediation and fair-hearing process related to special education.</li> </ul>
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**Instructional Staff**

All teachers will have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341. CCCA 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. CCCA has authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Capital College & Career Academy will use a variety of resources to identify and recruit candidates for instructional positions. Open positions will be posted on EDJoin and related job boards. Talent will also be identified through teacher hiring fairs, university credentialing departments, and referrals from professional networks.

Criteria for teacher selection are based on those used by the National Board for Professional Teaching Standards. These include:

1. Committed to students and learning
2. Knowledgeable about their subject matter
3. Skilled in management of learning
4. Reflective in their practice
5. Community oriented

CCCA will evaluate the qualifications of prospective teachers through a multistep interview process led by the executive director or a designee. The process is described below:

1. **Cover letter and resume screening:** The executive director will review submissions to ensure the candidate meets credentialing requirements and is aligned with the mission and vision of the Charter School. Candidates who meet the requirements will be contacted for a phone interview.
2. **Phone interview:** The phone interview is an opportunity for CCCA to learn more about a candidate’s experience and qualifications as well as for the candidate to learn more about the Charter School. All candidates will be asked a standard series of questions to provide a benchmark comparison with other candidates. Candidates that meet the desired qualifications for the role will be invited to participate in an in-person interview and asked to develop a standards-aligned lesson as a performance task.
3. **In-person interview:** The executive director may invite additional panelists to participate in the final interview stage. During the interview, the candidate will present the lesson they developed; after they present, they will engage in a reflective conversation with the executive director and/or panelists. Candidate-specific questions based on their experience and achievements will help the interviewers ascertain candidate’s qualifications and alignment with CCCA’s priorities.
4. **References:** Successful candidates will be notified that their references will be checked.

**Contingent offer:** Upon the successful check of references, prospective hires will be provided with an offer of employment contingent upon required background checks and tuberculosis risk assessment. Final offers of employment will be provided upon clearance.

Position	Certification	Qualifications	Responsibilities
Teachers	Yes	<ul style="list-style-type: none"> <li>• Valid credential in teacher’s certificated assignment</li> <li>• Bilingual and/or CLAD credential or valid English Learner authorization</li> <li>• Preferably a minimum of 2 years of experience as a classroom teacher serving similar grade levels</li> <li>• Experience with one or more of the following: STEAM-based learning, career/technical</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a safe and supportive learning environment for all learners</li> <li>• Plan and prepare lessons including any supplemental instructional support material students may need</li> <li>• Work collaboratively with instructional support staff to ensure the learning needs of all students are being met</li> </ul>

		<p>education, college preparatory curriculum, project-based learning, personalized learning, interdisciplinary curriculum</p> <ul style="list-style-type: none"> <li>• Understanding of Common Core State Standards and/or relevant content standards</li> <li>• Experience integrating technology seamlessly into instruction</li> <li>• Commitment to data-driven instruction including the ability to use multiple assessment instruments to evaluate mastery of content and modify instruction</li> <li>• Experience developing standards-aligned authentic assessments</li> <li>• Experience providing individualized instruction based on unique needs of each student</li> <li>• Experience serving student populations with similarly diverse backgrounds</li> <li>• Master’s degree in education preferred, bachelor’s degree required</li> </ul>	<ul style="list-style-type: none"> <li>• Establish standards of student performance that can be quantitatively and qualitatively evaluated; prepare tests and assignments; correct papers and monitor student progress; prepare progress reports and report cards.</li> <li>• Assist specialist in the identification, assessment, and resolution of special student problems; participate in IEP, Section 504, and Student Success Team meetings, as appropriate.</li> <li>• Administer group tests in accordance with SCOE and school testing programs; assess test results; identify student needs and provide appropriate instructional activities.</li> <li>• Develop goals and prepare and implement specific objectives for class in alignment with five pillars of CCCA</li> <li>• Communicate with parents and students regarding the educational and social progress of students; continuously identify and communicate areas for improvement.</li> <li>• Supervise students; enforce school rules, regulations, policies and procedures in a fair a judicial manner; recommend disciplinary actions, as necessary.</li> <li>• Participate in weekly staff meetings and the yearly Professional Inquiry Process</li> </ul>
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5.

In addition to individual development, schoolwide development for staff will be defined by the leadership team based on the needs of the staff. Trainings may be provided by the leadership team, instructional staff, service providers, or industry partners. Professional development will be delivered according to the calendar in Appendix M and will include, at minimum, preservice training in July/August and quarterly full-day sessions.

**Instructional Support Staff**

The Charter School’s instructional support team, particularly the counseling staff, will be critical to the overall success off CCCA. Counseling staff will support teachers and students by ensuring advisory is thoughtfully planned and provides a valuable return on the investment of time. Counseling staff will also serve a liaison between the high school and the community college, ensuring the early college experience is seamless and well executed. Moreover, the counseling staff supports students and families with development of each student’s 4–year plan and exploration of postsecondary goals. They may also facilitate guest speakers and presentations aligned with the advisory curriculum. These individuals will support students with their social–emotional well-being and, therefore, may be active participants in student success teams. The counselor’s role will increase with their time on campus. In the 1st year of operation, the counselor is only projected to be on campus once a week, in part due to the small initial case load, with their position increasing to full time in Year 2.

Position	Certification	Qualifications	Responsibilities
Counselor	Yes	<ul style="list-style-type: none"> <li>• At least 3 years of experience working with and/or teaching a diverse student population</li> <li>• Experience with college and career counseling and navigating higher education</li> <li>• Experience with financial aid and scholarship process</li> <li>• Experience developing strong partnerships with local and national organizations and entities to support students in their pursuit of college and career opportunities</li> <li>• Administrative, pupil personnel services, or related college counseling certification preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, implement and evaluate schoolwide guidance system that supports students with their academic, career, and personal development goals</li> <li>• Lead the development, implementation, and evaluation of advisory curriculum</li> <li>• Support staff and students with implementation of work experience education</li> <li>• Support implementation of schoolwide MTSS program</li> <li>• Provide consultation and training for staff with particular emphasis on the social and emotional needs of a diverse student body</li> <li>• Counsels small groups and individual students with problems</li> <li>• Conducts counseling activities in the classroom in conjunction with administration and teachers.</li> <li>• Respond to crisis situations when appropriate</li> <li>• Develop, facilitate, and evaluate family</li> </ul>

			<p>information meetings, as directed</p> <ul style="list-style-type: none"> <li>• Direct registration and scheduling of students</li> <li>• Assist individual students with financial aid scholarship applications</li> </ul>
Education Specialist	Yes	<ul style="list-style-type: none"> <li>• Valid education specialist credential</li> <li>• At least 3 years of successful special education teaching experience</li> <li>• Track record of success with provision of individualized support to students and families with unique learning needs</li> <li>• Experience overseeing full caseload of students with exceptionalities including facilitation of IEP meetings, administering assessments, creating individual goals, modifying assignments, and tracking and reporting progress</li> <li>• Experience managing relationships with external service providers</li> <li>• Exceptional communication and organizational skills</li> <li>• Master’s degree in education or special education</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, implement, and evaluate schoolwide special education protocols</li> <li>• Support identification and evaluation of all students with disabilities and ensure that the students receive appropriate services</li> <li>• Provide consultation and training to instructional staff to ensure they can meet the unique needs of exceptional students</li> <li>• Manage relationships with external service providers in special education</li> <li>• Support the executive director with special education reporting and development of the annual budget to reflect special education-specific costs and revenue</li> </ul>
Instructional Aide	No	<ul style="list-style-type: none"> <li>• At least 1 year of experience in a similar position or serving a similar population of students</li> <li>• Fluency in Spanish, preferred</li> <li>• High school diploma required; AA degree or equivalent preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Directly supports students under supervision of a certified teacher</li> <li>• Communicates frequently with the lead teacher to maximize effectiveness</li> <li>• Supports lead teacher with classroom procedures and other responsibilities as assigned</li> </ul>

**Noninstructional Support Staff**

The Charter School may hire and retain noncredentialed school support staff provided the prospective staff member has the minimum qualifications sought after in CCCA employees, experience and expertise appropriate for the position, experience working in a professional setting, and a demonstrated capacity to work successfully toward established goals. All noninstructional support must have a high school diploma and at least 2 years of higher education is preferred.

<b>Position</b>	<b>Certification</b>	<b>Qualifications</b>	<b>Responsibilities</b>
Administrative Assistant	No	<ul style="list-style-type: none"> <li>• At least 2 years of experience working in a similar, fast-paced, externally facing role</li> <li>• Friendly and welcoming disposition</li> <li>• Attention to detail and exceptional organizational skills</li> <li>• Comfortable working with technology</li> <li>• Experience working with diverse stakeholders; fluency in Spanish preferred</li> <li>• Understanding of FERPA and ability to handle confidential material appropriately</li> <li>• Experience with grant writing and/or budget management preferred</li> <li>• High school diploma required, at least 2 years of higher education preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as administrative assistant to executive director, performing a wide variety of complex clerical and secretarial duties</li> <li>• Processes documents such as purchase orders, bank deposits, appropriation, and expenditure transfers</li> <li>• Assists in school site budget development and monitoring</li> <li>• Helps with snack bar purchases and fundraisers as needed</li> <li>• Code and turn in monthly time sheets</li> <li>• Arrange substitutes as needed</li> <li>• Inputs bell schedules and update marquee weekly</li> <li>• Ensures workers compensation and accident/incident forms are filled out as needed</li> <li>• Attends monthly staff and leadership meetings</li> <li>• Updates school calendar and daily bulletin</li> <li>• Acts as a receptionist to screen visitors and phone calls for executive director</li> <li>• Maintains routine and confidential files and appointment schedule for executive director, setting up and arranging meetings and conferences</li> <li>• Acts as a resource person to teachers, students, parents, and the general public regarding general and specific information on the policies, procedures, and activities of assigned school site</li> <li>• Process, reviews, and verifies various forms, reports, records, and other material for accuracy, completeness, and conformity with established standards</li> <li>• Composes and types correspondence, memos, and/or reports on own initiative, from</li> </ul>

			<p>marginal notes, or from oral/written directions.</p> <ul style="list-style-type: none"> <li>• Types a variety of materials from clear draft, handwritten copy, notes, and verbal direction including memos, correspondence, reports, purchase orders, forms, cards, and records</li> <li>• Distributes materials and information to teachers, students, and other staff members and ensures timely responses</li> <li>• Ensures supplies are ordered, stocked, and distributed to staff</li> <li>• Performs basic first aid/CPR and assists with student health monitoring. (CCCA will not hold employee liable as referenced in Govt. Code 820.2 &amp; 825)</li> <li>• Maintain site building use and facilities calendar</li> </ul>
Custodian	No	<ul style="list-style-type: none"> <li>• At least 2 years of experience managing a similarly sized facility, preferably a high-traffic facility like a school</li> <li>• Experience working with a defined budget to purchase necessary supplies</li> <li>• Experience evaluating and selecting vendors</li> <li>• Experience managing contracted staff preferable</li> <li>• Comfortable using technology for reporting and tracking of key metrics</li> <li>• Possess valid CA driver's license and minimum insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Sweeps, vacuums, scrubs, mops, strips, waxes, and polishes floors.</li> <li>• Washes windows, counters, and walls.</li> <li>• Vacuums rugs and carpets.</li> <li>• Washes walkways and eating areas, cleans drinking fountains.</li> <li>• Performs a variety of dusting duties</li> <li>• Performs minor maintenance repairs to buildings and fixtures</li> <li>• Empties and cleans waste receptacles.</li> <li>• Moves furniture and equipment and sets up meeting rooms, classrooms, and other school facilities for special meetings and events.</li> <li>• Picks up and delivers school supplies, furniture, or equipment.</li> <li>• Maintains various custodial supplies and equipment used in the course of work.</li> <li>• Checks doors, windows, and assigned areas for vandalism; reports safety, sanitary, and fire hazards.</li> </ul>

			<ul style="list-style-type: none"> <li>• Deactivates/activates site alarm(s), turns lights on and off, unlocks and locks doors and gates. Raises and lowers flags.</li> </ul>
Nutrition Assistant	No	<ul style="list-style-type: none"> <li>• High school diploma</li> <li>• At least 1 year of experience managing a similarly sized space</li> <li>• Food handlers' card</li> </ul>	<ul style="list-style-type: none"> <li>• Performs routine service level duties to assist with food preparation</li> <li>• Responsible for serving meals to students and handling point of sale duties.</li> <li>• Maintains a clean work environment and ensures compliance with all food regulations.</li> </ul>



## Element 7 – Health and Safety Procedures

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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 47605.6(b)(5)(G)]

### **Health, Safety, and Emergency Preparedness Plan**

CCCA shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

To provide safety for all students and staff, CCCA will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with our insurance carriers and risk management experts. The School Safety Plan shall include identification of 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 the safety topics listed in subparagraphs (A) to (J), inclusive, of Section 32282(a)(2) including:

1. child abuse reporting procedures
2. routine and emergency disaster procedures
3. 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
4. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
5. a discrimination and harassment policy consistent with Education Code Section 200
6. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
7. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
8. a safe and orderly environment conducive to learning
9. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35921.5, 47605, and 47605.6.
10. procedures for conducting tactical responses to criminal incidents

The school safety plan will be reviewed and updated by March 1 of every year by the charter school. A full draft will be provided to the County Office of Education for review at least 30 days prior to operation.

The Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. The

Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon authorizer request.

### **Staff Training**

Capital College & Career Academy shall ensure all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including, but not limited to, training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

### **Family Educational Rights and Privacy Act**

The Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code Section 49060, *et seq.* at all times.

### **Criminal Background Clearances and Fingerprinting**

Capital College & Career Academy shall comply with all applicable federal and state laws regarding background checks and clearance of all personnel, including performance of criminal background checks for employees and contractors as required by Education Code Sections 44237 and 45125.1. The Charter School shall comply with all applicable federal and state laws regarding maintenance and disclosure of employee records, including designation and maintenance at all times of at least one Custodian of Records duly authorized by the California Department of Justice.

Employees, volunteers, and contractors of the Charter School are 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.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon authorizer request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

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 Charter School, including its administrators and officers, shall comply with the requirements of Education Code Section 44030.5.

The executive director of CCCA will be responsible for monitoring compliance with all applicable laws and regulations and will submit reports to the Board of Directors regarding compliance with

this policy. The Chair of the Board of Directors will monitor the fingerprinting and background clearance of the executive director.

### **Role of Staff as Mandated Child Abuse Reporters**

All CCCA employees, including certificated and noncertificated staff, will be mandated child abuse reporters and will follow all applicable reporting laws.

The Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual mandated reporter training, which shall occur within the first 6 weeks of each school year, or within the first 6 weeks of a person's employment, if employed after the beginning of the school year, in accordance with requirements of Education Code Section 44691

### **Tuberculosis Risk Assessment and Examination**

The Charter School's employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each 4 years thereafter, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students of the Charter School will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **Medication in School**

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

### **Vision, Hearing, and Scoliosis**

The Charter School will adhere to Education Code Section 49450 *et seq.* and screen all students for vision, hearing, and scoliosis as applicable to the grade levels served.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the fire marshal. These procedures shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site may be used as a starting basis for updating the procedures for the Charter School. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

CCCA may implement temporary instructional or operational changes as necessary to respond to emergencies (including, but not limited to, fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

### **Immigration Policy**

CCCA shall comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

### **Suicide Prevention Policy**

The Charter School shall comply with the requirements of Education Code Section 215, including but not limited to the requirement that the Charter School's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. The Charter School shall review, minimum every 5th year, its policy on pupil suicide prevention and, if necessary, update its policy. CCCA shall provide the chartering authority with a copy of its pupil suicide prevention policy for review upon request.

### **Feminine Hygiene Products**

Pursuant to Education Code Section 35292.6, the Charter School will stock at least 50% of its restrooms with feminine hygiene products at no cost to students, if the enrollment of students eligible for free-and-reduced-price lunch meets the applicable threshold (40%).

### **Blood Borne Pathogens**

The Charter School shall meet state and federal standards with respect to blood borne pathogens and other potentially infectious materials in the workplace. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus (HBV). Staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/Tobacco and Smoke Free Environment**

The Charter School shall function as a drug, alcohol, and tobacco/smoke free environment.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by using facilities either compliant with the Field Act or 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 they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School shall conduct fire inspections as required by federal, state, and local regulations. The Charter School shall obtain a Certificate of Occupancy or other necessary documentation prior to the start of school.

### **Comprehensive Antidiscrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school 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 has 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 antidiscrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing students 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 1st quarter or semester of the school year, or when a new employee is hired. The Charter School shall create a poster notifying 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 school site and in public areas at the school site that are accessible to, and commonly frequented by, students.

### **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 school site employees and all other school site employees who have regular interaction with children.

### **Prevention of Human Trafficking**

CCCA shall identify and implement the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources.

### **Nutritionally Adequate Free-or-Reduced-Price Meal**

CCCA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free-or-reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

### **California Healthy Youth Act**

CCCA shall teach sexual health education and human immunodeficiency virus (HIV) prevention education to students in Grades 9–12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et. seq.*)

### **Concussions**

The Charter School shall comply with the requirements of Education Code Section 49475, with respect to any athletic program offered by or on behalf of Charter School.

**Element 8 – Means to Achieve a Racial and Ethnic, English Learner, and Special Education Pupil Balance**

*“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 county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” [Education Code Section 47605.6(b)(5)(H)]*

The Charter School will strive to ensure the student population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of Sacramento County. The most recent demographic detail of public school enrollment in Sacramento County may be found in the table below:

Sacramento County Enrollment Data 2020–2021			
African American	10.08%	English Learners	15.6%
American Indian or Alaska Native	0.50%	Foster Youth	0.4%
Asian	16.1%	Homeless Youth	2.2%
Filipino	2.70%	Migrant Education	0.4%
Hispanic or Latino	32.60%	Students with Disabilities	13.1%
Pacific Islander	1.40%	Socioeconomically Disadvantaged	58.1%
White	27.70%		
Two or More Races	7.70%		

**Source:** <https://dq.cde.ca.gov/dataquest/>

The Charter School will monitor the racial, ethnic, EL, and special ducation balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan to achieve a diverse student population. These strategies will include:

1. Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
2. Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.
3. Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service

announcements targeted toward diverse populations, and when needed, in various languages.

4. All outreach and recruiting efforts are done in English and Spanish.
5. Hosting open houses to provide information on the Charter School's curriculum and program.
6. Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School is committed to ensuring all students and families involved with our outreach and process are made to feel welcome and respected. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic 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). The Charter School is committed to achieving a racial, ethnic, EL, and special education pupil balance, and the Charter School's outreach and recruitment efforts described above will support this.

CCCA has created admission preferences specifically for students eligible for free-and-reduced-price meals and first-generation college students. Our broad recruitment efforts will attract diverse applicants; these preferences will ensure students who most likely will benefit from the unique CCCA program will be prioritized through our lottery.

CCCA divided its initial fundraising and community outreach into two phases as outlined in Appendix V. The first phase of outreach focused on larger construction and community organizations, with the goal of using these organizations to then tap into their networks. Simultaneously, board members who had a wide network and range of experiences were also targeted to join the team. After receiving our 501(c)3 designation, initial fundraising efforts focused on raising \$50,000 to ensure all start-up expenditures were accounted for. A significant donation of \$30,000 by Five Star Bank paved the way for additional fundraising, and, by early spring of 2021, the team had met its fundraising target.

Corresponding with the intent to submit the charter petition, CCCA then set an ambitious goal of raising \$250,000 by the end of the 2021 calendar year. The second phase of fundraising and community outreach focused on officially launching the concept to students in the area. The goal was to use the initial student events as an opportunity to get a foot in the door for future middle and elementary school outreach. This fundraising target was set to provide greater flexibility during the first 2 years of operation. A capital campaign was put together to help meet this target. Yet again, the team met and exceeded these fundraising goals. Significant contributions came from Roebbelen Contracting Inc. (\$100,000), McCarthy Building Companies Inc. (\$50,000), the Northern California Carpenters Trust Fund (\$25,000), and the Silicon Schools Fund (\$600,000). In addition, the team secured assurances for funding contingent upon charter approval for the purchase and build out of its proposed main campus location via a private bond offering for \$7,000,000.

Upon charter approval CCCA will work diligently to obtain state and federal grants. Per the Charter School Development Center, the 2022-2023 draft budget trailer bill contains significant

financial commitments to support the exact type of programing that CCCA proposes. The bill contains the parameters for three types of grants to expand dual enrollment programs. The first grant would provide LEAs with one-time grants of up to \$500,000, over a five-year period, to couple “robust student advising” with available dual enrollment opportunities. A second would offer grants of up to \$250,000 to support start-up costs for early college and middle college programs. A third would provide grants of up to \$100,000 to establish College and Career Access Pathways dual enrollment partnerships. The trailer bill would appropriate \$500 million to support these competitive grants. Priority would be granted to LEAs serving specified high-needs student populations just like those CCCA proposes to serve.

Since financial collapse in the early 2000’s the funding landscape for CTE has changed dramatically. During the collapse a collective understanding came to K12 and Community College educators that workforce development must be a part of public education, including K12. Since that time there has been a steady stream and now constant flow of funding for CTE pathways in K12. In 2013, California authorized the CA Career Pathways Trust grant, a \$215M statewide grant to build the capacity of K12 to deliver high quality CTE. In 2016 CA released a three year grant \$900M program called the CTE Incentive Grant (CTEIG) to build facilities and outfit pathways with CTE equipment. After the initial 3 year investment, CTEIG became a \$150M grant in 2022 it increased to \$300M yearly in on-going K12 funding. The Strong Workforce Projects, grants originally only for Community Colleges has been extended to K12, it links high CTE Pathways and Community College Pathways, this funding is also yearly and on-going. Additionally, going back many years is federal efforts to fund CTE with the Carl Perkins grants. All of these funding efforts will be available to CCCA as it builds a robust high quality CTE program for students and families.

Throughout the process, CCCA has worked hard to reach its targeted demographics. This has included presentations to every neighborhood organization surrounding the proposed school location. In addition, in alignment with its efforts to increase the number of women in the trades, the Charter School officially launched its concept through monthly after-school events with the Girl Scouts Heart of Central California. These events were shared with every elementary and middle school principal in Twin Rivers, San Juan Sacramento City, and Elk Grove Unified School Districts.

CCCA is actively recruiting students from across Sacramento for enrollment in 2023. We have held successful information and recruitment events throughout the county and will continue to actively recruit a diverse student body for enrollment in 2023. Please find a snapshot of our executed community engagement sessions below.

<b>Month/Date</b>	<b>Event/Community Location</b>
3/11/2021	1. (Girl Scouts Heart of Central California) Capital College & Career Academy Interactive Bridge Design Contest/ Virtual
4/8/2021	2. (Girl Scouts Heart of Central California) Women in Construction Industry Panel with CCCA/ Virtual
4/24/2021	3. Family Informational Series/ Virtual
5/6/2021	4. (Girl Scouts Heart of Central California) Tower Building Challenge with CCCA/ Virtual
5/8/2021	5. Family Informational Series/ Virtual



5/22/2021	6. Family Informational Series/ Virtual
6/5/2021	7. Family Informational Series/ Virtual
8/5/2021	8. (Girl Scouts Heart of Central California) Water Challenge with Capital College & Career Academy
9/2/2021	9. (Girl Scouts Heart of Central California) Building Fundamentals with Capital College & Career Academy
10/7/2021	10. (Girl Scouts Heart of Central California) It's Electric with Capital College & Career Academy
11/4/2021	11. (Girl Scouts Heart of Central California) Amazing World of Concrete with Capital College & Career Academy
12/2/2021	12. (Girl Scouts Heart of Central California) Virtual Design and Construction with Capital College & Career Academy

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In addition to the chart located above, CCCA has reached an agreement to continue running youth events out of the Girl Scouts Heart of Central California's STEM center through 2022. Due to the popularity of past programming, CCCA will double the number of after-school events offered in 2022. Attached in Appendix V is our yearly STEM flyer for the 2022 calendar year.

Moreover, CCCA was part of a collaborative grant application with Plumbing Heating Cooling Contractors Association of California, Simmons Community Center, and SMUD to run middle, high school, and young adult camps focused on the construction trades. CCCA received notification from the City of Sacramento that their collaborative application was 1 of only 15 applications chosen to receive grant funding through the City Youth Development Fund. CCCA hopes to have 500 different students participate in its after-school activities in 2022. Based on the number of student signatures on our interest form and the sheer amount of student and family engagement, the founding team strongly feels they will exceed enrollment projections.

## Element 9 – Annual Independent Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.”* [Education Code Section 47605.6(b)(5)(I)]

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is 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 executive director or a designee is responsible for contracting and overseeing the independent audit. The independent audit will be conducted annually by a certified public accountant selected by the Board of Directors from a list of auditors approved by the State Controller and included within the State Controller’s list of educational auditors. Annual audited financial statements shall be provided to the County, State Controller, and the California Department of Education by December 15th of each year.

CCCA will resolve audit exceptions and deficiencies, if any, promptly and in a timely fashion. Once any audit exception or deficiency is identified, the executive director or a designee will coordinate with the back-office provider to establish an action plan to resolve. The action plan will be reviewed and approved by the deadline established by the Board of Directors to approve the audited financial statements. Any audit exceptions and deficiencies, together with the specific terms and timeline of the actions planned or taken to correct a problem where necessary, will be discussed and reviewed with the Board of Directors prior to the audited financial statements for the year being approved by December 15 of each year. All exceptions and deficiencies and their remedies will be communicated to the Sacramento County Office of Education in a timely manner thereafter. For any audit exceptions and deficiencies, CCCA will establish processes and procedures to minimize the risk of the issues re-occurring. CCCA will adhere to the Education Code responsibilities, reporting requirements, and timeline regarding audit exceptions identified by our independent auditor.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## Element 10 – Suspension and Expulsion Procedures

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

1. *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.*
2. *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  1. *Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
  2. *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.*
3. *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” [Education Code Section 47605.6(b)(5)(J)]*

CCCA believes all students have the right to learn in a safe, respectful, and welcoming environment. The implementation of a schoolwide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers, both behaviorally and academically.

Research shows positive school climates increase student achievement, lower student suspensions and expulsions, and increase graduation rates.

The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection, and social consciousness. We believe all students are scholars. We honor the community, culture, and family background of our students.

The components below detail some of the overarching systems the Charter School employs to limit the number of students reaching suspension-level behaviors and/or to provide systems for intervening through alternatives to suspension.

### **Positive Behavior Support Systems**

CCCA is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior-building programs. Some specific systems we use include:

- **Multitiered System of Supports:** MTSS is the next evolution of Response to Intervention, which focuses on the whole child and creating a tiered system of supports that considers not just academic or behavioral needs but also the impact of environment on these needs.
- **Restorative Practices (RPs):** RPs promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. RPs are used throughout all tiers of support and intervention to create positive school culture, alternative discipline, and change.
- **Social-Emotional Learning (SEL):** Our approach to SEL is to create positive school climate and culture and to foster the social and emotional growth of our students and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Our Social and Emotional Learning Program is a key element in advancing our equity efforts, by ensuring each student receives the types and appropriate level of supports they need to reach their potential.

CCCA is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each CCCA student and educator:

1. Managing emotions and behaviors
2. Feeling and expressing empathy and compassion for others
3. Making responsible decisions
4. Setting and achieving positive goals

For any student subject to discipline under this section, the executive director or designee may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior. The Charter School promotes alternatives so suspension is imposed only when other means of correction are documented and implemented but fail to bring about proper conduct. In addition to our overarching positive behavior and discipline policies, the Charter School uses a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

1. Family conference
2. Personal reflection
3. Development of a positive behavior support plan with tiered interventions and regular reports

4. Detention
5. Restorative conversations, circles, and conferences
6. School and/or community service
7. Adult-student relationship building through specifically planned activities
8. Referral for assessment
9. Mentoring
10. Counseling
11. Peer mediations
12. In-school alternatives
13. Skill-building groups to teach prosocial behavior

In addition to more broad school-based interventions and school culture work, the Charter School's teachers, alongside counselors and/or the administration, will work across different tiers of intervention, not only providing school-based services but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put into developing the desired school climate, CCCA will provide a variety of supports to school staff around implementing schoolwide behavior interventions and discipline policies, improving student attendance, and implementing alternatives to suspension.

In terms of the data necessary to determine the efficacy of the Charter School's behavior system, we will use our online learning program to track suspension and expulsion data to allow school personnel, including administration, to get a better picture of their behavior landscape and build additional interventions as needed. CCCA will produce and analyze data reports regularly that will allow administrators, counseling staff, and teachers to identify behavioral data trends. Some examples include, but are not limited to:

1. Frequent behavior incidents by type
2. Suspension rates for students
3. Total suspensions by month (with comparisons available month to month and by year)

### **Suspension and Expulsion**

The Suspension and Expulsion Policy and Procedures have been established 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 noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions 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.* 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 seek a material revision of the charter so long as the amendments comport with legal requirements. Policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which

students are subject to suspension and expulsion will be modified as necessary and based on Education Code.

This policy and its procedures will be distributed annually as part of the Student Handbook, which will clearly describe discipline expectations, including a description of how it will be updated and maintained. A copy of the Suspension and Expulsion Policy and Procedures will be available in the office of the executive director or designee and available upon request.

CCCA staff shall enforce disciplinary policies and procedures fairly and consistently among all students. Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful, or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the 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.

Capital College & Career Academy will notify the County of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605.6(e)(3), upon expulsion of any student, the Charter School shall notify the superintendent or superintendent's designee of the 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.

This means the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with the authorizer as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing, which includes the reason for the expulsion, terms of expulsion, and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting records for any expelled student within 10 school days per Education Code Section 49608

Additionally, accommodations, modifications, and other services protected under IEP or Section 504 plans for any particular student will be provided during and pending the completion of the Charter School's student expulsion process as required by law. 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 Individuals With Disabilities Education Improvement Act of 2004 (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates 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 or 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 fewer than 5 school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall use 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, or educational rights holder 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. CCCA will develop a Board Policy and procedures for involuntary removals.

The charter school shall not dismiss students for any of the following reasons: poor achievement or minimum GPA, incomplete or missing assignments, poor attendance, and discipline issues that do not meet the Charter School's criteria for expulsion.

### **Grounds for Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct enumerated below and related to attendance at school or a school activity that occurs at any time, including but not limited to:

1. while on school, community college, or job site grounds;
2. while going to or coming from school, community college, or job site;
3. during the lunch period, whether on or off the school campus; or
4. during, going to, or coming from a school sponsored activity.

### **Authority to Suspend**

A teacher may suspend a student only from the teacher's classroom for the day of the suspension plus the following school day. The teacher must immediately notify the executive director or a designee and send the student to the executive director or designee for appropriate action.

The executive director or designee may suspend a student from class, classes, or the school campus

for a period not to exceed 5 school days.

The executive director or designee may extend a student's suspension pending final decision by the Administrative Panel on a recommendation for expulsion.

### **Enumerated Offenses**

- 1. Discretionary Suspension Offenses:** Students may be suspended when it is determined the student:
  1. Caused, attempted to cause, or threatened to cause physical injury to another person
  2. Willfully used force or violence upon the person of another, except in self-defense.
  3. 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 any intoxicant of any kind.
  4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
  5. Committed or attempted to commit robbery or extortion.
  6. Caused or attempted to cause damage to school property or private property which includes but is not limited to supplies, material goods, facilities, electronic files and databases.
  7. Stole or attempted to steal school property or private property (which includes but is not limited to supplies, material goods, facilities, electronic files, and databases).
  8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
  9. Committed an obscene act or engaged in habitual profanity or vulgarity.
  10. Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  12. Knowingly received stolen school property or private property which includes but is not limited to, supplies, material goods, facilities, electronic files and databases.
  13. Possessed an imitation firearm meaning 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.
  14. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
  15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.



16. Engaged in or attempted to engage in hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same 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. "Hazing" as defined here does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property (which includes but is not limited to, supplies, material goods, facilities, electronic files and databases). For purposes of this policy, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made 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, supplies, material goods, facilities, electronic files and databases) of the person threatened or their immediate family.
18. Committed sexual harassment as defined in Education Code Section 212.5. For purposes of this policy, the conduct 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.
19. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in Education Code Section 233(e).
20. Intentionally engaged in harassment, threats, or intimidation, directed against school personnel and volunteers and/or a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, 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.
21. 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 harassment, intimidation, threats or hate violence, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (i.e., including but not limited to an exceptional needs student 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 person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  3. Causing a reasonable student to experience substantial interference with their academic performance.
  4. 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 school.
    2. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., 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
      1. A message, text, sound, video, or image.
      2. A post on a social network Internet Web site including, but not limited to:
        1. Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of having one or more of the effects as listed above).
        2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed 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).
        3. Creating a false profile for the purpose of having one or more of the effects listed 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.
      3. An act of cyber sexual bullying.
        1. 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 (a). 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.
        2. 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.
      4. Notwithstanding subparagraphs (i) and (ii) 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.

1. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
  2. 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 written permission to reasonably possess the item from the executive director or a designee.
5. **Nondiscretionary Suspension Offenses:** Students shall be suspended and recommended for expulsion when it is determined pursuant to the procedures below, that the student:
1. Possessed, sold, or otherwise furnished a 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.
    1. Brandished (e.g., display in threatening manner) a knife at another person.
    2. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
    3. Committed or attempted to commit a sexual assault as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code, or committing a sexual battery as defined in Penal Code Section 243.4.
6. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:
1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
  2. 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.
  3. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
  4. Committed or attempted to commit robbery or extortion.
  5. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
  6. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
  7. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes,

- smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
  9. Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  10. Knowingly received stolen school property or private property which includes but is not limited to, supplies, material goods, facilities, electronic files, and databases.
  11. Possessed an imitation firearm meaning 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.
  12. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
  13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  14. Engaged in or attempted to engage in hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same 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. "Hazing" as defined here does not include athletic events or school-sanctioned events.
  15. Made terroristic threats against school officials and/or school property (which includes but is not limited to, supplies, material goods, facilities, electronic files and databases). For purposes of this policy, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars (\$1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made 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, supplies, material goods, facilities, electronic files and databases) of the person threatened or their immediate family.
  16. Committed sexual harassment as defined in Education Code Section 212.5. For purposes of this policy, the conduct 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.
  17. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in Education Code Section 233(e).
  18. Intentionally engaged in harassment, threats, or intimidation, directed against school personnel and volunteers and/or a student or group of students, that is sufficiently

severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, 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.

19. 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 harassment, intimidation, threats or hate violence, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (i.e., including but not limited to an exceptional needs student 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 person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    3. Causing a reasonable student to experience substantial interference with their academic performance.
    4. 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 school.
  2. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., 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:
    1. A message, text, sound, video, or image.
    2. A post on a social network Internet Web site including, but not limited to:
      1. Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of having one or more of the effects as listed above).
      2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed 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).
      3. Creating a false profile for the purpose of having one or more of the effects listed 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.
    3. An act of cyber sexual bullying.
      1. 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 (a). 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.

2. 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.
4. Notwithstanding subparagraphs (i) and (ii) 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.
  1. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
  2. 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 written permission to reasonably possess the item from the executive director or a designee.
  3. Robbery or extortion.
  4. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

#### **Nondiscretionary Expellable Offense**

1. Possessed, sold, or otherwise furnished a 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 the Executive Director or designee.
2. Brandished (e.g., display in threatening manner) a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. 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 Section 243.4 of the Penal Code.

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 3½ 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 definitions of “firearm” or “knife.”

The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the U.S. Code.

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

#### **Suspension 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 Charter School employee who referred the student to the executive director. Every reasonable effort will also be made to contact the student’s parent/guardian to engage in this suspension conference.

The conference may be omitted if the executive director or designee determines an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. When conditions permit, CCCA will make every effort to provide students and families with a timely hearing.

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 47605.6(b)(5)(J)(i).

This conference shall be held within 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.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

#### **Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student 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. In addition, the notice may also state the time when the student may return to school. If Charter School 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.

### **Suspension Time Limits/Recommendation for Expulsion**

Suspension, when not including a recommendation for expulsion, shall not exceed 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 or representative will be invited to a conference to determine if the suspension for the student 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: (a) the student's presence will be disruptive to the education process or (b) 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.

### **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 2 or more school days, the homework 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.

### **Authority to Expel**

As required by Education Code Section 47605.6(b)(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 only be expelled by either the neutral and impartial CCCA Board of Directors following a hearing before it or by the CCCA Board of Directors upon the recommendation of a neutral and impartial CCCA Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher nor a member of the CCCA Board of Directors. 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 of



Directors shall make the final determination.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within 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 closed session (complying with all student confidentiality rules under FERPA unless the student makes a written request for a public hearing in open session 3 days prior to the date of the scheduled hearing).

Written notice of the hearing shall be forwarded to the student as well as their parent or guardian at least 10 calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include (a) date and place of the expulsion hearing; (b) statement of the specific facts, charges, and offenses upon which the proposed expulsion is based; (c) CCCA student handbook and disciplinary rules; (d) notification of obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment; (e) 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 nonattorney advisor; (f) right to inspect and obtain copies of all documents to be used at the hearing; (g) opportunity to confront and question all witnesses who testify at the hearing; and (h) opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

CCCA may, upon a finding of good cause, determine the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive 5-day notice of their scheduled testimony; (b) have up to two 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.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the 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.
4. 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.

5. 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.
6. 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.
7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have 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.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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.

**Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**

Although technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Although 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.

**Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within 10 school days following the conclusion of the hearing. The decision of the Board of Directors 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.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than 1 calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **Written Notice to Expel**

The executive director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' 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 the Charter School.

The executive director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name and (b) The specific expellable offense committed by the student.

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

### **No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

### **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. The Charter School 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.

### **Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 1 year from the date of expulsion when the student may reapply to the Charter School for readmission.

### **Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the executive director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The executive director or designee shall make a recommendation to the Board of Directors following the meeting regarding the executive director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter

School's capacity at the time the student seeks readmission or admission to the Charter School.

### **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.

### **Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students With Disabilities**

#### **1. Notification of SELPA**

CCCA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CCCA or the SELPA would be deemed to have knowledge that the students had a disability.

#### **2. Disciplinary Removals of Less Than 10 Days**

The Charter School may remove a student with a disability who violates policies set forth in the to be established student handbook from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, if the removal does not constitute a change of placement (34 CFR 300.536).

#### **3. Disciplinary Removals of 10 Days or More**

Students suspended for more than 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 it does not recur. These services may be provided in an interim alternative educational setting.

#### **4. Procedural Safeguards/Manifest Determination**

Within 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 executive director or designee, the parent, and relevant members of the IEP/504 plan 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 parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. 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, and relevant members of the IEP/504 team makes the determination 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 CCCA, the parent, 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:

1. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided the Charter School had not conducted such assessment prior to such determination before the behavior resulting in a change in placement.
2. If a behavioral intervention plan has previously 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
3. Return the child to the placement from which the child was removed unless the parent/guardian and CCCA agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCCA, 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.

## **5. Due Process Appeals**

In situations where the parent/guardian of a student with a disability disagrees with any decision regarding placement, or the results of a manifestation determination hearing, or CCCA believes maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or use the dispute provisions of the 504 Policy and Procedures to resolve the disagreement.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CCCA, 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 45-day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCCA 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 CCCA believes maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or CCCA may request a hearing.

In such an appeal, a hearing officer may (a) return a child with a disability to the placement from which the child was removed or (b) 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 maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### **6. Special Circumstances**

CCCA 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 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:

1. 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;
2. 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
3. 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.

#### **7. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### **8. 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/ADA and who has violated the County'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:

1. 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 the Charter School's administrative personnel, or to one of the child's teachers, that the student needs special education or related services.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the executive director.

If CCCA knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEA/ADA-eligible children with disabilities, including the right to stay put.

CCCA shall not be deemed to have knowledge that the student had a disability if the

parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined not be eligible.

If CCCA had no basis for knowledge of the student's disability, the Charter School shall proceed with the proposed discipline. CCCA shall conduct an expedited special education evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by CCCA 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 too not be eligible.



## Element 11 – Employee Retirement Systems

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”*  
[Education Code Section 47605.6(b)(5)(K)]

All employees of CCCA who qualify for membership in the State Teachers’ Retirement System (STRS) (including teachers and other qualified certificated employees) or the Public Employees’ Retirement System (PERS), including the office manager and other qualified noncertified staff, shall be covered under the appropriate system. Employees shall contribute at the rate established by STRS or PERS. CCCA shall work with the County Office of Education pursuant to Education Code Section 47611.3 to ensure appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system. The Charter School shall make all employer contributions as required by STRS, PERS and federal social security. The Charter School shall also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer. To maximize its ability to attract qualified staff, the Charter School shall periodically evaluate the feasibility and appeal to candidates of offering a 403(b) plan. The executive director shall be responsible for arranging retirement benefits.

CCCA plans to offer all employees a competitive salary based on market trends in Sacramento County; CCCA’s Board will approve a final salary schedule following approval of the charter. CCCA will comply with all deadlines associated with participation in STRS, PERS, and federal social security (and 403(b), if applicable) and the approved salary schedule will be provided to SCOE as part of the pre-opening procedures.

## Element 12 – Dispute Resolution

*“The procedures to be followed by the charter school and the county board of education granting the charter to resolve disputes relating to provisions of the charter.”* [Education Code Section 47605.6(b)(5)(L)]

### **Disputes Between the Charter School and the County**

The Charter School recognizes it cannot bind the County Office of Education to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County Office of Education.

The Charter School is committed to working with the County in a spirit of cooperation, and the Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. The staff and Governing Board members of the Charter School and of the County agree to attempt to resolve all disputes between the County and the Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

CCCA recognizes the County Board may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified here. Should the County Board choose to resolve a dispute directly, CCCA requires written notice of the Board’s intent and a written description of the procedures the Board intends to follow.

Any controversy or claim arising out of or relating to the charter agreement between the County and the Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below. If the County Board of Education believes the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The county superintendent and CCCA executive director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the written dispute statement. If 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 county superintendent and CCCA executive director, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the written dispute statement.

If this joint meeting fails to resolve the dispute, the county superintendent and CCCA executive director, or their respective designees, shall meet to jointly identify a neutral, third-party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The

format of the mediation session shall be developed jointly by the County Superintendent and CCCA executive director, or their respective designees. Mediation should be held within 60 business days from receipt of the written dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. 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 agreement of the County and Charter School.

### **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. 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 County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

### Element 13 – Admission Policies and Procedures

*“Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e).” [Education Code Section 47605.6(b)(5)(M)]*

The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability.

The Charter School shall admit all pupils who wish to attend the Charter School to the extent capacity allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School 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 the pupil’s parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

As outlined in Education Code Section 47605.6(e)(2)(B)(iii), the Charter School random drawing preferences shall not result in limiting enrollment access for 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.

In accordance with Education Code Section 47605.6(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 47605.6(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 47605.6(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 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization

3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records<sup>21</sup>

### **Application Process**

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 any grade level has received more applications than availability. If this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, except for existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children of CCCA regular, full-time employees
2. Siblings of students admitted to or attending the Charter School
3. Students who are eligible for free-or-reduced-price meals
4. Students who would be the first in their immediate family to go to college
5. Students residing within the County

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Charter School’s application process is comprised of the following steps:

1. Applications requesting basic student information will be available at the Charter School’s website and at the Charter School’s physical location. Full registration packets will be provided to families of admitted students to confirm attendance following the lottery.
2. Applications will be accepted during a publicly advertised open enrollment period, which occurs in late November to early February of each year for enrollment in 9<sup>th</sup> or 10<sup>th</sup> grade in the following school year.
3. Following the open enrollment period each year, applications shall be counted to determine if the Charter School has received more applications than availability. If this happens, the Charter School will hold a lottery to determine enrollment.
4. The lottery will be public, transparent, and fair and will take place at the Charter School, during after school hours in the month of March. The lottery will be conducted in a space large enough to accommodate all interested parties. Families do not need to attend to participate or secure a spot.
5. The executive director or other uninterested designee will conduct the lottery, which is open to the public. The recording of lottery results will be conducted by a different, unrelated uninterested party. Detailed procedures for the public random drawing are provided below. All names will be drawn randomly to determine the students who are admitted and those who will be placed on the waitlist.

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<sup>21</sup> 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.

6. At the conclusion of the lottery, students who were admitted will be notified by the Charter School by phone, email, and/or mail within 1 week and asked to complete a registration form and register within two weeks for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. As openings become available, the Charter School will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. Students applying for enrollment after the lottery will be added to the waitlist in the chronological order in which they applied. In no circumstance will a waitlist carry over to the following school year.
7. Every effort will be made to contact the parents and ensure registration forms are submitted in a timely fashion. The Charter School will also help any parents who need assistance in completing the lottery and/or registration forms, and the Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of 1 year.

Open enrollment and lottery information is communicated through letters mailed to families and on the CCCA website.

The Charter School will hold at least one parent information session and comprehensive information is available on school websites and in the Charter School office.

### **Planned Application, Public Random Drawing, and Admission Schedule**

CCCA plans to use the following application, public random drawing, and admission schedule. The schedule below may be adjusted to ensure all steps are followed within a shorter time frame.

1. October – February
  1. Recruit students (via referrals, networking, and community outreach). Applications open for admission and are typically due in mid-February.
2. January – March
  1. Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).
  2. Make offers to families who have been selected in the public random drawing. Notify families they are waitlisted.
3. April – July
  1. Families accept offers.
  2. Registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians.

### **Public Random Drawing (Lottery)**

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Procedures for the lottery are detailed below:

1. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lotteries will be conducted in ascending order beginning with ninth grade.
2. All lotteries shall take place on the same day and at the same location.

3. Student names will be printed on identical slips of paper and divided into separate pools for each preference category. The slips of paper will be placed into opaque containers and randomly distributed.
4. Student names will be drawn from pools beginning with the applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled.
5. If there are more students in a preference category than there are spaces available, names from that preference category will be drawn at random.
6. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn. The drawing shall continue until all spaces are filled and preference categories are exhausted.
7. Upon being drawn, student names will be read aloud twice and recorded in chronological order.
8. The recording of names and results will be conducted by an uninterested third party different from the individual who conducted the lottery.
9. Final lottery results and the official waitlist will be reviewed and certified by the executive director or designee at the conclusion of the lottery.

The Charter School expects to contract with an online learning platform, such as PowerSchool, that will host an electronic enrollment lottery. Should the Charter School secure this service from a provider, CCCA's lottery will be managed entirely by computer algorithms designed by independent parties. CCCA reserves the right to transition to an independently operated, electronic enrollment lottery system without seeking a material revision to its charter, provided the Charter School notify all applicants, post this information on the Charter School's website, and notify the County in writing within at least 30 days of the drawing.

#### **Element 14 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.”* [Education Code Section 47605.6(b)(5)(N)]

The Charter School is a “school of choice,” and no pupil shall be required to attend the Charter School. Students who reside within any school district in which the Charter School operates a school site who choose not to attend the Charter School may attend school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) because of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.



### **Element 15 – Rights of County Office of Education Employees**

*“The rights of an employee of the county office of education upon leaving the employment of the county office of education to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.” [Education Code Section 47605.6(b)(5)(O)]*

No employee of the Sacramento County Office of Education shall be required to work at the Charter School. Employees of the County Office of Education who choose to leave the employment of the County Office of Education to work at the Charter School shall have no automatic rights of return to the County Office of Education after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement or policy of the County as aligned with the collective bargaining agreements of the County.

Charter School employees shall have any right upon leaving the SCOE to work in the Charter School that SCOE may specify, any rights of return to employment in SCOE after employment in the Charter School that the County Office of Education may specify, and any other rights upon leaving employment to work in the Charter School that the County Office of Education determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at SCOE or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **Element 16 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” [Education Code Section 47605.6(b)(5)(P)]*

If the Charter School closes and does not continue operating, the following procedures, which are adapted from the procedures recommended by the California Department of Education (CDE), shall be used to 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 any net assets and for the maintenance and transfer of pupil records.

### **Documentation of Closure Action**

The decision to close the Charter School for any reason will be documented by an official action of the CCCA Board of Directors. The action will identify the reason for the Charter School’s closure (i.e., whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

### **Notification of Closure**

The Charter School will promptly notify parents and students of the Charter School, the County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’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 way parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will notify parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the charter.

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 it will provide to the entity responsible for closure-related activities.

### **Notification to Receiving Districts**

The Charter School will notify each school district responsible for providing education services so each receiving district may assist in facilitating student transfers.

### **Records Retention and Transfer**

The Charter School will facilitate the timely transfer of student records to each student’s district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. Section 1232g. The Charter School will ask the County Office of Education to store original records of the Charter

School's students. All records of the Charter School shall be transferred to the County upon Charter School closure. The Charter School and the County will assist parents in the transfer of their students to other appropriate schools. If the Charter School is unable to transfer student records for any reason, the Charter School will maintain them in a safe and secure location and will provide authorized County employees with access to these records. The Charter School will maintain all school records, including financial and attendance records, for a reasonable period after the Charter School closure.

All academic reporting, 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. The entity responsible for closure related activities is the Board of Directors of CCCA.

The Charter School will provide the County the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include all employee records, including but not limited to, records related to performance and grievance. The Charter School must provide to the County and the designee a list of all active and inactive employees and their periods of service. Both the Charter School and the designee, individually and separately, shall inform the County immediately upon the transfer of Charter School's employee records to the designee. The executive director will serve as the Charter School's closure agent.

### **Financial Close-Out**

CCCA will have an independent audit completed within 6 months after the closure of the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. This may coincide with the regular annual audit of the Charter School. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The final audit will include an accounting of all the Charter School's 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 the Charter School. The cost of the audit will be considered a liability of the Charter School.

In addition to this final audit, the Charter School will also submit any required year-end financial reports to the CDE and the County in the form and time frame required, pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

### **Dissolution of Assets**

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of CCCA. 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. Section 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit 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 nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will use the reserve fund to undertake any expenses associated with the closure procedures identified above.

## Miscellaneous Charter Provisions

### A. Budgets and Financial 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 47605.6(h)]

Attached, as Appendix W, please find the following documents:

1. Budget narrative
2. A projected 1st-year budget including startup costs
3. Financial projections and cash flow for the first 3 years of operation
4. Proposed numbers run for private bond
5. Transportation rental contract

These documents are based upon the best data available to the petitioners at this time. These budget documents were prepared in collaboration with Charter Impact who has been hired by CCCA to provide back-office services. Not to be overlooked are the multitude of grant opportunities that exist for charter schools and schools with a focus on CTE that were not factored into these budget projections. In the recent 2021 CA Legislature's session, grant funding to secondary schools that offer CTE programs increased to \$450 million yearly. California's governing leadership has clearly signaled that CTE is a worthwhile investment with this robust investment in programming.

The back-office provider, Charter Impact, was selected based on an extensive review of support providers by the CCCA Board of Directors and CCCA executive team. This included interviews and one-on-one meetings with four different back-office providers who were ranked based on their services and experience. Charter Impact stood out based on their vast experience and humanistic approach to client services.

Charter Impact was started in 2010, and Spencer Styles took the helm as president and CEO in January 2014. They currently have 80 employees and serve approximately 75 clients in a full back-office business management capacity. Charter Impact provides a variety of business management services to charter schools and nonprofit organizations nationally. They pride themselves on their hands-on approach and top-notch customer service. Their team is well versed and experienced with the needs of charter schools, CMOs, and complex organizational structures, and, as a result, they offer customized solutions accordingly.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by SCOE:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its 1st year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to SCOE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to SCOE as required by law and as requested by SCOE 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 47605.6(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of SCOE to make random visits and inspections 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 SCOE.

## **B. Insurance**

The Charter School 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. Coverage amounts will be based on recommendations provided by SCOE and the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to SCOE.

## **C. Administrative Services**

*Governing Law:* The manner in which administrative services of the charter school are to be provided. [Education Code Section 47605.6(h)]

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development, either through its own staff or through an appropriately qualified third-party contractor. The Charter School has contracted with Charter Impact to provide administrative and back-office services. The full scope of the services provided by Charter Impact can be found in Appendix X.

At any time, the Charter School may discuss the possibility of purchasing administrative services from SCOE. If SCOE is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and SCOE and subject to SCOE availability and willingness to provide such services.

#### **D. Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the County Office of Education. [Education Code Section 47605.6(h)]*

The Charter School 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 authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist SCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SCOE-requested protocol to ensure SCOE shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter a memorandum of understanding with SCOE, wherein the Charter School shall indemnify SCOE for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of SCOE and the Charter School's insurance company for schools of similar size, location, and student population. SCOE shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.