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Capital College & Career Academy

Executive Team

Kevin Dobson
Founder/Director

Armando Cornelio
Construction Coordinator

July 1, 2021

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

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*Chief Executive Officer,
Sacramento Regional Builders Exchange*

Ian McQuoid
*Senior Vice President Operations,
McCarthy Building Companies, Inc.*

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 2022. Our approach to growth is thoughtful and measured; we will launch with an initial cohort of 9th graders and grow with our students to serve grades 9-12 by 2025-2026.

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. Final arrangements for the learning centers are dependent upon approval of the charter petition but several letters of intent have been attached to the petition.

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. The CCCA concept and corresponding petition are reflective of critical feedback provided by two invaluable members of your team, Ms. Teresa Stinson and Dr. Matt Perry, Ed. D. I look forward to further engagement with SCOE staff as they evaluate the petition and hope to strengthen that partnership as a SCOE-authorized charter.

Finally, 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
(916)917-0574
kdobson@capcca.org
Founder & Executive Director



Charter School Petition
Requested Term: July 1, 2022 – June 30, 2027
Respectfully submitted to:
Sacramento County Board of Education
July 1, 2021

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

Table of Contents

Affirmations and Declaration	2
Element One - Description of Educational Model	9
Element Two - Measurable Pupil Outcomes	53
Element Three - Method for Measuring Pupil Progress	72
Element Four – Location of Each Charter School Facility	79
Element Five – Founders and Governance Structure	80
Element Six – Employee Qualifications	89
Element Seven - Health and Safety	100
Element Eight - Racial and Ethnic, English Learner, Special Education Pupil Balance	106
Element Nine - Annual Independent Financial Audits	109
Element Ten - Suspension and Expulsion Procedures	110
Element Eleven – Employee Retirement System	134
Element Twelve – Dispute Resolution.....	135
Element Thirteen – Student Admission Policies and Procedures	137
Element Fourteen – Public School Attendance Alternatives	141
Element Fifteen – Rights of County Office of Education Employees	142
Element Sixteen - Closure Protocol.....	143
Miscellaneous Charter Provisions	146
Appendix A – Letters of Support	
Appendix B – Bios and Resumes of CCCA’s Board of Directors	
Appendix C – Facility Information	
Appendix D – American River College’s 2021-22 Academic Calendar	
Appendix E – Course Sequence for CCCA Pathways	
Appendix F – Letters regarding ACE Program	
Appendix G – Portfolio Interview Rubric	
Appendix H – Academic Support Process	
Appendix I – 2022-23 Proposed School Calendar	
Appendix J – Sample Staff Yearly Reflection	
Appendix K – Sample SST Form	
Appendix L – Conflict of Interest Code	
Appendix M – Articles of Incorporation	
Appendix N – Board of Directors Handbook	
Appendix O – Public Comment Forms	
Appendix P – Professional Inquiry Partnership Documents	
Appendix Q – Initial Fundraising and Community Outreach	
Appendix R – Budget Documents	
Appendix S – Teacher Petition Signatures	

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 non-charter 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 non-sectarian 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 his or her 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 that 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

7/11/2021
Date

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INTRODUCTION

Capital College & Career Academy proposes to be a STEAM-focused, early college, countywide benefit public charter high school. The innovative school model will allow student learning to extend far beyond the walls of the traditional classroom. While operating much like a traditional brick and mortar school, it will focus heavily on authentic, real-world learning opportunities. CCCA will serve Sacramento County students in grades nine through twelve 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 percent of California current 9th graders are expected to earn a bachelor’s degree.¹ The study also indicates that a large portion of these students fall off track during their last two years of high school or their first two 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 that 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 of time.² Despite these disheartening statistics, research still indicates that workers with higher levels of education are outpacing their peers in terms of lifetime earnings.

Another growing problem in the state of California is a shortage of skilled workers in construction related trades. California 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 that fewer than 80,000 units have been produced annually over the past ten years.³ Moreover, the Los Angeles Times indicates that the current deficit of needed housing in the state is “about 3.5 million units, with little hope of closing the gap soon.”⁴ While the incentive to build homes currently exists the reality of the situation demonstrates that an ever-growing labor shortage only exasperates this situation. The National Association of Home Builders (“NAHB”) reports that 69 percent of its members were experiencing delays in completing projects due to a shortage of qualified workers, while other jobs were lost altogether. National Center for Construction Education and Research (NCCER) demonstrates just how critical this shortage is in a recent report noting that 1.4 million craft professionals will be needed nationally by 2022 to meet demand. As a response to this shortage,

¹ Gao, N & Johnson, H. (2017). [*Improving College Pathways in California*](#), Public Policy Institute of California.

² Rose, Amy. (2019). [*The Cost of College, Then and Now*](#), California Budget and Policy Center.

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.

Forbes points out that across the construction industry companies have been forced to get innovative in finding new hires.

The founding team of Capital College & Career Academy has developed a robust educational model that will 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 it is integrated directly into the curriculum and the students' daily routine. Research further indicates that students transition better to college with a five-year model. In addition, access to low cost or free college credits in high school ensures greater access for underrepresented populations.

The 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. Students at CCCA will obtain their OSHA 10 certification, a nationally recognized workplace safety training, certifications in CPR and first aid, practical experience in the field of their choice, in addition to college credit. 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.

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, including certifications from NCCER. Upon graduation, NCCER certification along with the various other trade specific credentials will allow students to reduce the required time they must spend in future apprenticeships, saving graduates valuable money and time. While 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 that the founding team visited and consulted with provided data indicating that a significant number of students, who upon graduating, utilized their work experience and certifications to quickly secure well-paying, full time careers directly after graduation.

CCCA will provide a rigorous high school academic program that will prepare students for opportunities after graduation. Our research indicates that a high school diploma simply does not provide the same access to opportunities as it may have in the past. CCCA will stand out from other Sacramento County high schools by providing students access to higher education as well as pre-apprenticeship work experiences. 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.

Following extensive engagement with educators, local community leaders, as well as career and industry professionals, the founding team determined that CCCA's innovative model would only be viable if it was authorized as a countywide benefit charter. Although the Charter School could seek authorization through a local district, prohibitions in the Education Code, primarily related to the location of a charter, would forbid CCCA from implementing its unique structure and educational model with fidelity. The countywide benefit charter type is the only pathway through which CCCA would legally be able to operate as described in the charter.

During a typical week at CCCA, students will attend classes at the central school facility in addition to satellite learning centers (or "learning centers"), which are schoolsites at which classroom-based instruction occurs, located proximate to our industry partners in several locations across the county. In order to qualify for classroom-based apportionment, CCCA must designate the satellite campuses as school sites. Recent changes to the Charter Schools Act brought by AB1505, strictly prohibit charter schools authorized by a school district from operating school sites outside of the geographics boundaries of that district. This prohibition also applies to county-authorized charters approved upon appeal from a district. The countywide-benefit model is the only legal charter through which CCCA would be able to provide learning opportunities at both a traditional main campus as well as at satellite locations that may be closer to worksites, college classes, and students' residences. CCCA has already obtained several letters of support for potential locations strategically placed throughout the city. These can be found in Appendix A along with other letters from various supporting organizations.

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 pathways for both college and career for our students however, the financial viability of the CCCA model would be impossible without this flexibility.

The financial condition of the school is an important element in the decision to apply for a countywide benefit charter model. 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. CCCA recognizes the current financial condition within the Sacramento City Unified School District and other challenges related to the coronavirus pandemic. The team believes that broadening our recruitment efforts across the county will reduce the financial impact to any one particular district; CCCA would like to be considered as 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 is also operating as a countywide benefit through the Fresno County Office of Education, Career Technical Education Charter High School

(“CTEC”). The school, which is in year two of operation, serves over 150 students and also has dual enrollment pathways for students.

Capital College & Career Academy plans to locate our 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 the close proximity to the community college offers, 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 work sites for on the job training. Because of the prospective location of the school, we have identified Sacramento proper as our priority for enrollment.

The founding team has spent a significant amount of time listening to and engaging 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, and Associated Builders and Contractors NorCal. Attached in Appendix A are various letters of support from these organizations and a variety of other industry partners. In terms of community outreach, Capital College & Career Academy 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 includes leaders within the Sacramento Hmong community and leaders from the Wat Phosiesattanak Lao Temple. These conversations have helped solidify the school concept while ensuring that the needs of the community it will serve are addressed.

Building off of the outreach completed by the school, the initial board of directors was put together to represent the diverse needs of the community. CCCA has developed a school governance board in accordance with state and federal law, 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 school has filed and received determination from the IRS to operate as a 501(c)(3) and through this has sought out multiple opportunities to fundraise to further implement the vision and mission of the school. Appendix B includes biographies and resumes of CCCA’s Board of Directors.

Capital College & Career Academy 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 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.

Element One – 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 Capital College & Career Academy is “All students will be enrolled in a post-secondary institution or employed within six 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 experience 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 the tangible skills that will allow them to succeed not just today but for years down the road.

Community Need

The school seeks to serve students from across Sacramento County. The main campus facility will be located in North Sacramento and is proximate to regional transit allowing students direct access to the campus of American River College, Sacramento State, and local construction companies.

Since 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 of their block days on their respective campuses. With the help of our commercial realtor the team has identified a facility that is located directly across from a major regional transit stop (see Appendix C). The team has also reached out to Twin Rivers Unified School District, Sacramento City Unified School District, and Elk Grove Unified School District about potential locations at existing district sites.

While we plan to be physically located in North Sacramento, we plan to serve students from across the county. We understand the significant challenges in our public educational system and are committed to providing an option for students that may not be well-served in their traditional public school. We are dissatisfied with the status quo in our public school system. Across the county in 2018-19, only 56% of high school students met or exceeded English Language Arts standards and only 31% met or exceeded math standards. Grant Union High School is the closest high school to the proposed location; nearly 84% of tested students did not meet state math standards. 52% 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 the state standards in English Language Arts (ELA). Graduation rates are 92% and 72% at Grant and Encina High Schools respectively. When broken down further, one notes the disproportionality amongst student subgroups. With such large number of students not being served let alone being college and career ready, there is a clear need for alternative educational opportunities in North Sacramento.

While these numbers 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 quickly begin a profitable career. The disappointing trends in education continue after high school where Caucasian 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.⁵ Our current educational system is not meeting the needs of all students and it is critical that we continue to explore pathways to ensure that all students are prepared to enter college or the workforce prepared and ready to succeed.

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 distributed among race/ethnicity categories in 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

⁵ United States Census Bureau. (2019). [Educational Attainment in the United States](#).

growth of charter schools in the county; while the number of charter schools in the county has remained nearly constant over the past five years, enrollment has continuously increased with more than 32,000 students currently attending local charter school programs.

While 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 that nearly 41% of construction workers in California are immigrants⁶. However, many of the positions they fill are unskilled and they 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 indicates that women comprise less than 4% of the construction force⁷. Access to well-compensated and in-demand careers is essential to ensure that individuals and families are able to exit cycles of poverty and oppression. Our founding team is committed to ensuring that our programs are carefully designed 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 that all students, regardless of their background, feel welcome 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 hope that the work we are doing early in the process will lead to a more inclusive and equitable school and community.

The Board of Directors and founding team believe that CCCA's educational model has the highest likelihood of success if it is designated as a countywide benefit charter. The California legislature provided county boards of education with the option to grant countywide benefit charter petitions in the original charter legislation passed in 1992. Countywide benefit charters must meet all of the conditions for authorization required of charters seeking approval through more traditional district pathways. In addition, countywide benefit charters must provide educational services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

The founding team carefully considered securing district authorization of the charter early in the initial development of the concept. As the school model was refined based on feedback from local business leaders and community members, the team determined that authorization as a countywide benefit charter would be necessary in order to best fulfill the school's mission.

The viability of the 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 often cited 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.

⁶ National Association of Homebuilders. (2015) [*Immigrant Workers in the Construction Labor Force*](#).

⁷ Bureau of Labor Statistics (2020) [*Labor Force Statistics from the Current Population Survey*](#).

CCCA will provide instruction to students at the main school site three days each week; on other days, CCCA students will have the option to attend school at either the main campus or satellite school sites that are conveniently located near our industry and community partners. Each satellite school site will serve a small number of students. Students will be engaged in educational activities required of them and will be under the immediate supervision and control of a certificated CCCA employee.

In order to qualify for classroom-based apportionment for many students, CCCA must designate the partner locations 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.

The early college model is an important part of CCCA's plan to prepare students for both college and careers. CCCA's early college program will include a partnership with American River College under the College and Career Access Pathways Program, per Education Code Section 76004. 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% and claim the same classroom-based ADA for those students.

Specifically, the CCAP program provides that "[t]he 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.)

Students who are dual-enrolled at the partner community college only need to be required to attend classes at CCCA for 50% of the instructional time required. This flexibility will allow students to maximize the programmatic offerings of CCCA by allowing students to take college coursework in addition to valuable, real-world experience with our industry partners. In addition, this pathway will allow CCCA to provide these options without negatively impacting ADA and the budget.

Student enrollment is another important consideration behind the countywide benefit designation. CCCA's educational model is highly specialized and includes an intensive focus on career and technical education, self-directed independent study through college course work, and long-term apprenticeship requirements. This educational experience will absolutely provide a clear pathway to both college and a career for students that choose this model; that said, we recognize that the model is not for all students, particularly incoming high school students that may be excited to attend a school with a storied athletic program or particular extracurricular program. 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, particularly in the early years of the charter. We believe it is important to eliminate all potential enrollment hurdles. Practical examples of this include enrollment materials and signage in multiple languages that clearly communicates that CCCA is a “*countywide*” charter school that is “*open to all Sacramento County incoming 9th graders.*”

A related consideration that was shared by community members was the importance of ensuring integrity and alignment with the school’s mission and vision. 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 that live nearby if they are not interested in the school’s unique model and programming. As a locally-authorized school, state law preferences enrollment of students from that district, potentially limiting access by other county students that may be genuinely committed to the unique program model. The countywide benefit provision would protect against arbitrary enrollment priorities and ensure that the unique opportunities provided by CCCA are open to all Sacramento County students who choose to enroll.

Conversations with leaders in the construction trades and local businesses provided further justification for authorization as a countywide benefit charter; close collaboration with the construction trades and other business partners is fundamental to the overall success of the school model. Leaders have expressed significant interest in the program model, including several early partnership commitments and apprenticeship placements. A few business leaders have been more reticent to support at this time and shared common concerns; we believe the countywide benefit model will allow CCCA to address these concerns and earn support.

The primary concern elevated by the business community was coordination; leaders indicated they did not have the staff capacity to coordinate effectively with multiple points of contact in district offices and with multiple charters. Several voiced frustrations with past district partnerships that were plagued by leadership and staff changes as well as a lack of clear commitment and focus as internal priorities shifted. CCCA is committed to providing stability and an intensive and dedicated focus on the construction trades. CCCA is intentionally-designed around the construction trades; CCCA does not intend to shift direction in several years to prioritize a new focus area. Authorization as a countywide benefit charter will allow CCCA to serve as the county’s flagship provider of career and technical education as well as a single point of entry into the education community for employers and businesses in the construction trades. While CCCA could potentially achieve this status as a locally-authorized school, several members of the business community with operations across the county have shared that they would prefer to partner that has greater flexibility across the broader community, rather than a focus on a particular district. CCCA’s size and limited budget restrict our ability to operate multiple, full-size school campuses at this time. However, the team is committed to providing satellite centers near key employers and community college partners. Final agreements with these providers will be executed following approval of the charter but there has been clear interest from partners to move forward with this opportunity.

In addition to the concerns discussed above, several other conversations provided additional justification for the countywide benefit designation. CCCA believes strongly in community and

would like to be considered as a partner to local districts and schools; district authorization could lead to a tenuous relationship between CCCA and our authorizer because of enrollment requirements. By enrolling students from across Sacramento County, we will spread the financial impact of our charter across multiple districts. District students will receive a preference in enrollment if CCCA is approved locally, creating the potential for a disproportionate enrollment impact on a single district. CCCA wants to provide a unique choice option for students; we do not want to have a significant, negative impact on the financial conditions of any local districts.

County boards of education may only grant countywide charter petitions for schools that provide educational services for students that would not be served as well by a single district in the county. CCCA's Governing Board and founding team believe strongly that the countywide benefit 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.

Our partners in business and industry operate outside of the confines of public 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, sexual offender check, and volunteer background and fingerprinting requirements at each individual district we plan to serve. While 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.

According to the Greater Sacramento Economic Council, the construction industry accounts for approximately 8% of California's 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. Our research indicates that nearly every major metropolitan area of California, save Sacramento, has at least one school focused on the construction trades. CCCA, at the request of industry and community leaders, has been deliberately designed 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.

Target Student Population

Capital College & Career Academy 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. As a highly specialized program, however, we want to ensure that all potential students understand the school's unique programming and expectations. To complement our efforts to advertise the school, we anticipate hosting multiple informational events and other opportunities to provide families with more information about the program. We believe the 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. While we recognize that not all students may enter the program motivated and familiar with the school's commitment to hands-on learning, the team feels strongly that the range of opportunities within the construction trades along with the integration of career exploration directly into the curriculum will ultimately help ensure that all students feel supported in identifying their interests and passions. The opportunity to be surrounded by industry experts, to build starting their first day on campus, will be a unique opportunity that we believe will change student's lives.

North Sacramento is an area of tremendous need. 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 persons 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 one notes that some of the poorest neighborhoods in the entire city directly border the proposed location. Out 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 five-mile radius of the targeted location.⁸ 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 up significantly since the pandemic first began.⁹

In the Twin Rivers Unified School District there is a much higher proportion, 87% of students compared to 60.3% of students countywide qualifying for free and reduced-price.¹⁰ District wide only 17.9% of African American students graduated having met the UC / CSU requirements. In addition, out of the class of 2018/19 nearly 33% of dropouts in Twin Rivers Unified were African American. 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 2017-18 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 that young people living in poverty are disproportionately exposed to some sort of traumatic stressor in their lives. With that in mind the school recognizes that its pedagogical practices must be grounded in practices that address these traumas. The overall design

⁸ <https://statisticalatlas.com/place/California/Sacramento/Household-Income>

⁹ <https://censusreporter.org/profiles/86000US95815-95815/>

¹⁰ <http://www.ed-data.org/county/Sacramento>

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 drop-out rates while increasing students' access to post-secondary education through rigorous and relevant learning experiences. Moreover, research has shown the impact working with your hands to creatively problem solve can have on people looking to overcome trauma.

The experienced educators leading CCCA's design are also keenly aware of other challenges, in addition to socioeconomic level, that may inhibit a student's 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 the needs of each student. The table provides more information about the student population we anticipate enrolling based on recent Sacramento County public school enrollment data:

Sacramento County Enrollment Data (2020-21)

African American	10.08%
American Indian or Alaska Native	0.50%
Asian	16.1%
Filipino	2.70%
Hispanic or Latino	32.60%
Pacific Islander	1.40%
White	27.70%
Two or More Races	7.70%

English Learners	15.6%
Foster Youth	0.4%
Homeless Youth	2.2%
Migrant Education	0.4%
Students with Disabilities	13.1%
Socioeconomically Disadvantaged	58.1%

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 dedicate significant time and resources towards 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.

While the school is proposing to be a countywide benefit, the team estimates that anywhere from 30 to 50% of the student population will come from Sacramento City Unified School District. Therefore, special 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 Sacramento City Unified School District are categorized as English learners, a vast majority of them native Spanish speakers. We are fortunate that two of the six founding board members are also native Spanish speakers and are guiding the development of our programming for English Learners. Edith Espinoza, has served as an EL coordinator for Elk Grove Unified since 2006 and brings with her a plethora of knowledge to help ensure that the team implements best practices and provides a high level of service to each student at CCCA.

Special education is another area that is receiving significant attention from the founding team. 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, Cotton, and Koch (2007) students with disabilities who participate in a career technical education 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 that applies and enrolls in our school. We expect all students, regardless of disability, to complete their traditional and CTE coursework satisfactorily; we will provide all accommodations and modifications as determined appropriate by the student's Individualized Education Program ("IEP") team.

With these goals in mind, the founding team and board of directors are anticipating an initial freshman class of approximately 70 students, with plans to gradually increase freshman enrollment 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 we are able to maximize student support. The target pupil to teacher ratio is 25-1. Enrollment projections through the length of the charter term are indicated below in Table 1A.

Table 1A.

CCCA Enrollment Projections - Charter Term 2022 - 2027					
	2022-23	2023-24	2024-25	2025-26	2026-27
9th Grade	70	80	90	100	100
10th Grade	X	70	80	90	100
11th Grade	X	X	70	80	90
12th Grade	X	X	X	70	80

Total	70	150	240	340	370
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The CCCA team is aware of the challenges inherent in starting as a small school, particularly financial. However, we believe that the advantages and benefits to our students fully outweigh the risk; we have a strong plan in place to address any shortfalls, addressed in Element 9 of this petition.

Education Philosophy

At CCCA, the founding team feels strongly that learning best occurs when it is authentic. Real world learning forces students to step outside of 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 partners in industry. This model directly allows for 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 consistently make concrete connections between academic content and the real world. These connections are strengthened by cross curricular collaboration and clearly articulated pathways for students. Students must be able to touch, manipulate, and build what they are learning in the classroom on a daily basis. Students are actively engaged in the learning process.

By allowing students to identify their interests and passions, take risks with their learning, and interact with mentors, students will build their own capacity. Moreover, clear pathways that culminate 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 the tangible certifications to succeed after they graduate. This requires the school to consistently adapt to new technologies and prepare students for both the specific hard and soft skills required in a changing work environment (Fuller & Raman, 2017). The skills acquired while in school must ultimately translate into a plethora of opportunities upon graduation (Lennon & Steinberg, 2018).

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 of 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 found that there are fundamental components that can be put in place to build such a culture.

First, we have prioritized a twice-weekly advisory period for all students that will be integrated into the bell schedule. Research shows that 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 the individual students, their school work, 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 together through 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. In order to prepare students for post-secondary 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 that 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 particular needs. 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 that are self-motivated and competent.

Research has shown that students' learning can be stifled if students feel like they do not belong at school or if their school environment doesn't seem designed for them (Blad, 2019). Through career technical education students will engage in individualized instruction that encourages them 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 career technical courses at CCCA 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 and practical skills that will serve them in any career or college.

Research has found that students participating in career technical education frequently find that it enhances their overall high school experience. In fact, parents and students are twice as likely to report that they are satisfied with their high school educational experience. In addition, nearly every state reports higher graduation rates for CTE concentrators compared to all students.¹¹ We believe that 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 a number of other educational institutions to inform the new school model. These included Academy For Career Education Charter High School ("ACE"), University High School, Career Technical Education

¹¹ United States Department of Education. (2020) Perkins Data Explorer.
<https://perkins.ed.gov/pims/DataExplorer/Performance>

Charter High School, and Middle College High School. 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 of the schools that 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 that were built through high expectations, hands-on, and real-world learning. University High School, one of the top performing schools in the entire state of California, has developed an impactful advisory component that is woven into virtually every aspect of the school, a model that 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 includes Jonathan Schwartz a former CTE teacher of the year who is a consultant to the board. We learned about some of the challenges they have experienced with recruiting qualified students and what skills they wish students had before they enrolled in their schools. We discussed potential challenges that students face early in their careers and how we can best prepare them for these challenges. In addition to the technical skills our students will benefit from, we believe our advisory program will support their social and emotional development as young adults.

Educated Person in the 21st Century

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

While this list of skills is not exhaustive, we have identified several of the academic and non-academic skills that we believe an educated person in the 21st Century must possess:

- Ability to analyze information, including complex texts
- Ask probing questions and innovate new ideas
- Formulate a thesis based on evidence
- Problem solve
- Critical thinkers
- Communicate effectively across disciplines
- Advocate on behalf of themselves and others effectively
- Inquisitive
- Ability to collaborate with others

Non-academic, life skills that an educated person in the 21st Century must possess includes the following:

- Intrinsic motivation
- Action-oriented
- Problem solver
- Effective communicators in a variety of settings
- Eagerness to learn new information and change their mind
- Proclivity to hands on learning
- Perpetual tinkerers
- Thoughtfulness about his/her place in society

Curriculum and Instruction

Capital College & Career Academy will utilize 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 or Sacramento State. Table 1B demonstrates the proposed bell schedule.

The school calendar will align as closely as possible with American River College (164 instructional days in 2021-22). 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 intersessions for a total of 188 instructional days. We are not willing to commit to a firm one size fits all approach to these intersession instructional days because, we envision these as being unique opportunities of learning time that will be used to target specific needs of students. These instructional days could include the following: intense reading, writing, and math support, job shadowing, interview/ resume preparation, internships, college visits, higher order executive functioning support, electives, school wide CTE competitions, community service projects, craft professional guest teacher days, social emotional curriculum and support, entrepreneurial lessons and presentations, peer mentoring, 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 2021-22 school year is located in Appendix D for reference.

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 what is inevitable uncertainty. While the 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 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.¹² The Executive Director also has extensive experience working in a hybrid program that would prove valuable if such a transition were needed. We recognize that it is impossible to fully prepare for every 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.¹³ As a high school serving an urban metro area with high rates of poverty, we recognize our important responsibility to ensure that all of our students remain in school and graduate. In addition to programmatic changes, CCCA will rely heavily on our advisory program to facilitate communication between the school and every student we serve. Communication is an essential element within CCCA's response to future pandemic-like events. We anticipate that 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 of time, advisors will engage with their students throughout the school day and semester to provide instruction and other supports. We believe that 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 in an effort 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 that 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 the students in our charge, field experiences and apprenticeships will always align with the status of the school. Students will not be allowed to participate in any in-person events if the school 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 thoughtfully engaging our partners in the industry

¹² California Department of Education (2020) [Elements of Exemplary Independent Study](#).

¹³ <https://calmatters.org/education/2021/01/california-schools-record-enrollment-drop/>

about how best to provide practical experiences to students in a virtual model and will ensure that conditions are defined clearly through MOUs with industry partners.

Table 1B: Proposed Bell Schedule

Mon/ Wed/ Fri 8:30- 4:00

Period	Time
1	8:30- 9:35 (65 minutes)
2	9:40- 10:45 (65 minutes)
3	10:50- 11:55 (65 minutes)
Lunch	12:00- 12:30 (30 minutes)
4	12:35- 1:40 (65 minutes)
5	1:45- 2:50 (65 minutes)
6	2:55- 4:00 (65 minutes)

Tues/ Thurs 8:30- 4:00 (Academic Support Time begins at 7:25 a.m.)

Period	Time
Academic Enrichment Time	7:25- 8:25 (60 minutes)
Advisory	8:30- 8:50 (20 minutes)
7	8:55- 10:25 (90 minutes)
Break	10:25- 10:35 (10 minutes)
8	10:35- 12:05 (90 minutes)
Lunch	12:10- 12:45 (35 minutes)
7	12:50- 2:20 (90 minutes)
Break	2:20- 2:30 (10 minutes)
8	2:30- 4:00 (90 minutes)
Academic Enrichment Time	4:00- 5:00 (60 minutes)

CCCA will not be a traditional trade school but rather will utilize 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 are preparing 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. In order 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 within the skilled trades an in-kind donation of the NCCER course work 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 industry recognized safety certificate (OSHA 10) by the end of their Freshman 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 that CCCA will offer will all lead to tangible certifications, real world job experience, and college units.

In partnership with the California Coalition of Early & Middle Colleges, Sacramento State, and American River College, three clearly-developed pathways have been created for students moving through our program. Students earn college credit by completing articulated courses and traditional college classes. These pathways ensure that students are career-prepared and college-accelerated. Our baseline pathway ensures students obtain engineering and design fundamentals with several opportunities for general education college courses. With the other two options, all students obtain an associates degree that are transferable to any UC or CSU (Appendix E).

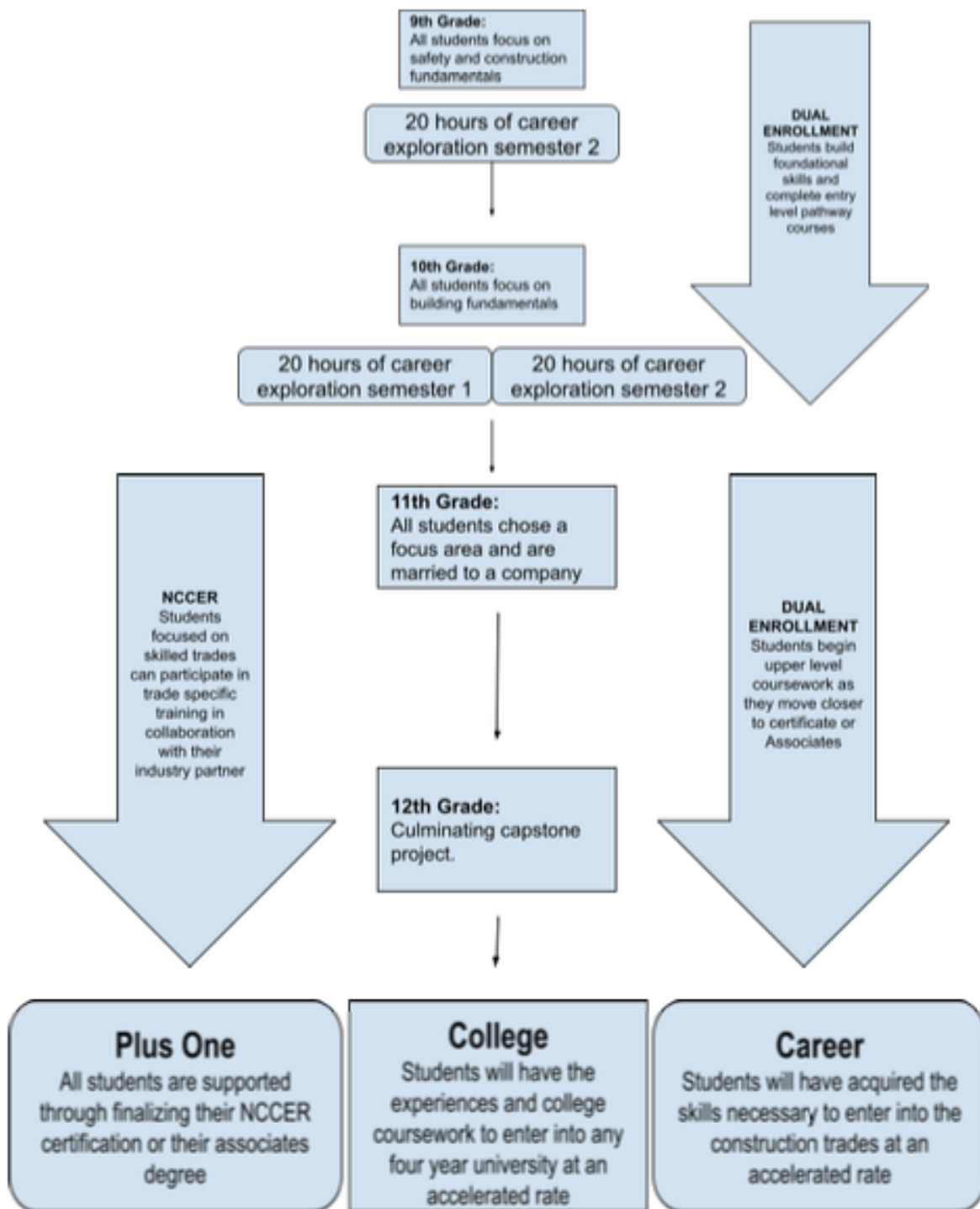
Every pathway that CCCA provides to its students culminates in careers that exceed the median average income for the proposed school location and the surrounding areas. The two degree pathways culminate in an associate's degree in either Engineering Technology, or Design Technology. Regardless of the associate's pathway that students pursue much care has been placed on ensuring students are also have completing their general education requirements of a University of California and California State University. To this end, CCCA has also 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 that these students, many of whom may be first in their family to go to college enter a four-year institution at an accelerated pace. Discussions have centered on solidifying a pathway into a four-year degree and providing additional supports 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 have the opportunity to take up to 18 college units on the Sacramento State Campus starting in the second semester of their Junior year (Appendix F). 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.

The American River College Engineering Technology A.S. requires 69 units and is for advanced students that meet specific math proficiency requirements. Students completing this A.S. will have gained the foundational skills in mathematics, physics, and engineering necessary to transfer to a university and complete a B.S. in Engineering. This pathway would require one additional semester of college courses after graduation to complete. Students would be supported during this plus one year with on campus counseling and academic support. Moreover, they could continue their NCCER certification with more time dedicated to the off campus on the job experiences. Our goal would also be that these plus one student would be able to provide mentorship to their younger peers both formally and informally. Engineers also are in high demand with average annual job growth projected to be between 10% and 14% over the next five years with median annual wages between 105 and \$110,000.

The last pathway available to students culminates in an A.A. in Design Technology with students completing a total of 68 units. This pathway would require only one additional semester of course work from students. Students pursuing the A.S. will develop design and job-ready skills necessary for entry into the professional field of architecture. Students looking to enter into the field of architecture will likely need a bachelor's degree but can expect median wages of \$78,470 with 4% job growth.¹⁴ A complete course sequence for each of these pathways is located in Appendix E.

¹⁴ Construction Associate of Science Degree (2020). <https://crc.losrios.edu/crc/main/doc/programs/program-maps/const-as-degree-ho.pdf>

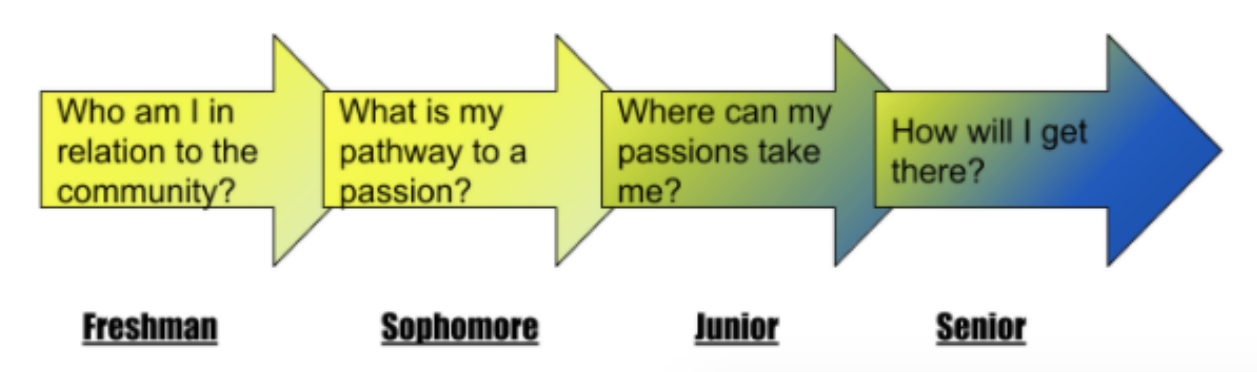


Regardless of the pathway that students chose they will all engage with a curriculum that integrates both work and project-based learning from their first day on campus. Numerous opportunities are built into the student learning experience to help them identify their interests and passions. All students will have entered into a clearly defined pathway by the end of their sophomore year.

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 freshman year of high school, CCCA will hold students to high behavioral and academic standards. To assist with the transition to the rigorous college integrated curriculum students will take an initial college success course such as HCD 310, in the fall of their freshman year. This not only builds foundational skills but provides students with an early victory as they finish their first semester on campus with a completed college course. Through guest speakers, school field trips, and various scholarship opportunities we see the community as a tangible partner that will be an integral component of the student experience. The school will also have 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 enrollment grows and funding allows the counselor will take on an increasingly larger role. Moreover, monthly collaboration meetings with the community college partner will be built into the dual enrollment memorandum of understanding (“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.

As discussed previously in Element 1, CCCA puts a tremendous emphasis on the work done in its advisory classes. These courses help students navigate through the program in a safe and supportive environment. 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?



During the fall of freshman year students will be provided with the foundational skills needed for the construction trades with a heavy emphasis on safety. During the first semester of freshman year students will also obtain their OSHA 10 and CPR certificate in their introductory to craft skills course and their health class respectively. The school is currently in discussion with several

ARVR providers to assist in job safety training. Students in the freshman English class will articulate goals, create a resume, and create a digital portfolio all of which will be added to monthly during their time at CCCA. An integrated construction math course will allow for greater connections between the CTE work and the core curriculum. During the spring semester, the school will host a career exploration fair where all freshmen 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.

In the 9th grade advisory students are asked “who am I in relation to the community?” The goal in 9th grade is that students 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 that showcases the student’s exploration and development during their time at CCCA. Students begin this process in 9th grade by setting yearly and long term goals, and 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 freshman advisory content helps students identify the impact they can have on the community at large. At the beginning of the first semester, the advisors will also hold individual parent teacher meetings where students are able to share out their goals for the year ahead. At the end of the third quarter, students are required to present their initial digital portfolio to their parents during a student-led parent teacher conference.

During Sophomore year students will experience two additional rounds of these work-based explorations. During this time, students will continue identifying what type of trade and work environments they are most comfortable working in. The hours completed during these exploratory phases will be applied to several programs available through Harbor Freight, Platt Electrical, and United Rental which in turn will outfit students with their own personal tool sets that they can take with them to job sites during their field experiences in upper grades. Education about safe use of these tools will be embedded in instruction.

On campus, students will continue to work through their UC A-G approved core curriculum. These traditional core courses will be guided by cross-curricular collaboration and assignments that overlap with the students’ career technical education course. To develop the curriculum, CCCA has partnered with industry professionals, the Los Rios Community College District, National Center for Construction Education and Research, and the California Department of Education.

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 that 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 that 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 third 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 are also moving into more rigorous college courses and advisory provides another opportunity for support from peers and a trusted adult.

At the start of the 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 two 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. For those focusing on the skilled trades, they will dive into their NCCER level one curriculum. The curriculum will be digitized so that each journey person can monitor and track skills and tasks that students are completing on the job site. This digitalization will also help the school facilitate more targeted discussions as the students move towards completion of the certificate. Each graduating class will have an academic coach tasked with monitoring students' academic and social growth. As students move closer to graduation, the amount 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.

At this point, students will have identified their focus area and for 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?" While we recognize that 11th grade is a challenging year, advisory affords us an opportunity to recenter students and focus on long term post-secondary goals. This driving question forces staff and students to answer the "why" throughout the year and ensure that students see that their work is moving them closer to a career or a college degree. In addition, the off-campus business partner becomes an integral part of the advisory class and 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. This culminating year also requires seniors to mentor younger students in addition to their community service project. This added layer of responsibility also encourages students to take on the role of leadership and mentor 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.

By senior year a vast majority of students are fully immersed in their college curriculum and working towards finalizing their capstone project. The capstone project requires students to present a final digital portfolio that they have been building since their freshman year. These presentations require students to address their growth in each of the five pillars of CCCA. 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 the school. A sample of the rubric is attached in Appendix G.

An outline of the courses available to students is presented in table 1C below. The second column demonstrates the University of California and California State University minimum requirements.

Table 1C: CCCA Course Offerings

Subjects	Capital College & Career Academy	CSU & UC Entrance Requirements
English	Year 1 English 1 Year 2 English 2 Year 3 English 3 Year 4 ERWC	4 years of college-preparatory English
Social Studies	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
Math	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
Science	Year 1 Earth and Space Year 2 Biology Year 3 Chemistry Year 4	2 years of lab science
PE & Health	Year 1 .5 Environmental Health & Safety Year 2 PE Year 3 PE Year 4	Not Required
World Language	Year 1 Spanish 1 Year 2 Spanish 2 Year 3 Spanish 3 Year 4 Spanish 4	2 years of same language
CTE	Year 1 Introductory Craft Skills Year 2 Construction Technology	1 year college preparatory

	Year 3 NCCER Certification Year 4 NCCER Certification	electives
Art	Building Information Modeling Construction Arts Construction Technology	1 year (a-g) approved arts course
Capstone	Year 1 Year 2 WEE 1 Year 3 WEE 2 Year 4 Capstone	Not Required

Capital College & Career Academy graduation requirements require students to exceed those needed for entrance into CSU & UC. 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 & Health (2 and ½ years) 25 Units

World Language (2 years) 20 Units

CTE (2 years) 20 Units

Performing and Fine Arts (1 year)

10 Units

Capstone Project

10 Units

Total Required Units

225 Units

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 multi-tiered system of support grade checks will be conducted on a bi-monthly basis. Students are required to turn in signed grade sheets on the other weeks of the month to ensure that parents are staying informed of their child's academic progress. A full description of our academic support process is attached in Appendix H.

In addition to the academic supports 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 and, to that end, we will ensure that all of our programs are as accessible as possible for every student. We will work closely with students, families, and their IEP teams to ensure that students with disabilities receive all required accommodations in order to be successful in the programming CCCA and our partners will offer.

We recognize that students will need additional support as they transition to college level coursework. In order to support students with that increased level of rigor, we will begin early in the freshman year with three readiness courses, successful completion of which will prepare them for their 10th grade classes. These classes may include the following:

Fall semester: HCD 310 College Success (3 units),

Spring semester: HCD 320 Skills for online student learning (1 unit) & HCD 346 Career and Workforce Skills (1 unit)

If a 9th grade student earns a "D," "F," or "W" in any of these three classes the student and their parent will meet with the Executive Director, academic advisor, and counselor to discuss implications for college readiness and supports necessary in order to be successful; this meeting will commence the MTSS process. Students are also required to obtain a student progress report at the midpoint of their college course. These forms are provided to their advisors and trigger additional academic support dependent on student needs prior to the final grades.

CCCA will seek approval of its high school courses from the University of California in order to meet the A-G requirements. Several courses will be aligned with pre-approved courses to ensure that students will satisfy the A-G requirements. College coursework from American River College already meets the A-G requirements. Capital College & Career Academy will seek accreditation by the Western Association of Schools and Colleges in order 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 first year of operation, CCCA will seek accreditation beginning in its second year of operation. Parents and students will be updated on this process via our public social media pages; Facebook, Twitter, 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 handbook and course catalog. Through these resources as well as individual counseling meetings with families, CCCA will ensure that all families understand how individual courses offered at CCCA meet college entrance requirements and guidelines around course transferability.

The 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. 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. 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 that incorporating STEAM principles into our instructional practices will provide students with exposure to a broader range of analytical and practical skills. STEAM-centered courses will prepare students for mastery of the Common Core state standards through a thoughtful six 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 on a daily basis, students are building the skills that 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.

To support staff through this process the team will seek out support in year one from Teach Like a Champion developed by Uncommon Schools.¹⁵ Year two, with a focus on the PLC process the team would receive additional support and training from their PLC+. These online modules and the proposed school calendar found in Appendix I also includes teacher in-service days. Moreover, every Wednesday from 7:15- 8:15 CCCA staff will hold its weekly meetings. The first two Wednesdays of the month will be for staff meetings with the third Wednesday being dedicated to collaboration time. The final Wednesday of the month will be dedicated to individual goal and curriculum development. As staffing needs increase, common prep periods will be established to

¹⁵ <https://teachlikeachampion.com/>

ensure cross curriculum collaboration and alignment on student support implementation. In year one, the team will focus heavily on fundamental pedagogical practices and program and curriculum development. To assist in this process the team will 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 that the overall professional development will lend itself to greater staff collaboration which in turn should allow for greater cross curricular learning opportunities which are core tenets of Project Based Learning. Ultimately, the fundamentals and the collaboration will lead to a more formalized PLC process in year two of operation. *PLC+: Better Decisions and Greater Impact by Design* by Doug Fisher and Nancy Frey would be a fantastic option of the year two staff book study. While PLC+ will serve as a framework for collaboration, the second year of operation will also allow the staff to dive into trauma informed instructional techniques. To that end, the team has explored having staff do 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. The leadership team of CCCA 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 staff yearly reflection document is included in Appendix J. Staff professional development and the core components of collaboration and reflection are grounded in Knowles' Adult Learning Theory (1977).

All courses that include a catalog number will be taught by American River College faculty. The 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 the table below. We recognize that developing curriculum is a dynamic process that relies upon teacher expertise and familiarity with the standards and student population and their readiness for learning. In each case, we expect that educators demonstrate flexibility with the adopted curriculum while ensuring fidelity to the state standards. It is important to note that the curriculum outlined below is our team's proposal and subject to change after further discussion and review by content experts in each subject area.

Subject Area	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 & Processes (McGraw-Hill)</i>
	Applied Construction Math III	CPM Core Connections 3
	Pre-Calculus/Statistics	Illustrative Mathematics
English	English 1	Match

	English 2	Match
	English 3	Match
	English 4	ERWC
Social Studies	World History	New Visions/teacher-developed
	U.S. History	New Visions
Science	Earth and Space	<i>Earth & Space Sciences for NGSS (BioZone)</i>
	Biology	Model Based Biology (MBER- Bio)
	Chemistry	pdxstem

Special Populations

Research has indicated that 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 one, career technical education prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills. The school is specifically designed to serve all student sub-groups while still maintaining high academic expectations. We are committed to providing a quality education to all students, including low-achieving students, students with disabilities, English learners, socio-economically disadvantaged students, and gifted students. Support will be provided through a multi-tiered system of supports (“MTSS”), opportunities for students to identify and follow their individual passions, and a scaffolded curriculum with multiple pathways that prepare students for a variety of well-paying, in-demand careers or enrollment in college, ensuring that all students succeed at CCCA.

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 application essay helps ensure that targeted supports can be provided to students in need from the moment they walk on campus. In addition, the team will employ a Multi-Tiered System of Support to ensure that students struggling academically are identified and 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 directly 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 are below a 2.0 or showing significantly decreasing grades within a four-week period (two consecutive grade checks) will be flagged for participation in a student success team meeting (SST). 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 ten SST meeting steps might include:

1. Concerns expressed to parent/guardian 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 timelines for actions are records.
10. Follow-up date is set.

A sample SST document is provided in Appendix K. A support plan will be developed by the key stakeholders including parents, students, teachers, and Executive Director. Parent/guardian engagement will be an integral part of each student's support plan. While we understand each student and their respective challenges will be unique, regular communication between the advisor, student, and the 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 pre-determined period of time. If the student continues to demonstrate minimal academic progress or remains below a 2.0 at the next meeting, additional supports 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 still not responded positively to the interventions that have been put in place, an academic probation meeting will be held. At this meeting the team will reconvene to assess progress and discuss students progress in the program and 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 pertain 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/guardian 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 or with a "D" or "F" will remain on academic probation through the semester. For those who are still not making

academic progress and do not have any additional child find obligations, a formal academic review will take place.

Students that 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 that 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 it is essential that clearly articulated entrance and exit points from the tiers of academic and behavioral support are communicated to parents and students. The goal with any MTSS is to have strong classroom instruction which is 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 that a range of assessments are essential to ensure that 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 the 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.

High Achieving Students

The unique individualized nature of CCCA along with the early college model ensures that all students' educational experience is 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 along with student transcripts will ensure that high achieving students are identified. Results from the iReady diagnostic assessments as well as 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 Sept. 15 of each year in writing and phone call/email from the student's advisor.

The level 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 support and opportunities necessary for them to thrive. We expect advanced students will take advantage of our early college program and earn their associate's 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 of the pathways, students do not necessarily need to enter into that field. To this end, 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 that these students will be more prepared than the vast majority of their peers to succeed in both higher education or a career. Ongoing yearly assessments, and the CCCA math plan allows for students to accelerate within the content. High achieving students will also work directly with their counselors and advisors, in consultation with their parent/guardian, to ensure that they are taking advantage of advanced education opportunities during summer and winter sessions.

English Learners

CCCA is committed to supporting English Learners, ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners. We hold the same expectations for all students, regardless of primary language, and support students in meeting the same expectations we hold for all students of exploring industry pathways, earning nationally-recognized certification, and preparing 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 our English Learners.

CCCA will comply with applicable federal, state, and County requirements regarding EL education including long-term English Learners or English Learners at risk of becoming long-term English Learners and re-designation of EL students. In addition, CCCA will meet all requirements of federal and state law regarding providing equal access to the curriculum for English Learners.

Identification, Designation & Notification

CCCA will determine the home language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. 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 first to speak a language other than English, 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, the Charter School will assess the English proficiency of all students who do not have a previous EL Classification in the State of California and whose primary home language may not be English using the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment ("IA").

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (“I-FEP”) or Intermediate English Learner or Novice English Learner. Should the State of 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 how their child’s ELPAC results and initial language designation within 30 days of receipt of these results, as well as information on how their child’s learning needs are being addressed by the school. In addition, they will be invited to the school for an information session to review these results in detail and discuss ways to support their child’s English language development. CCCA will report the number of EL students attending the Charter School to the authorizer and the State, as required.

Ongoing Assessment, Monitoring, and Redesignation Criteria

CCCA will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the ELPAC Summative Assessment (“SA”) annually to determine growth in English language proficiency until they are reclassified. In accordance with the 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. Should the State of 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. While our first year enrollment will be small, we anticipate enrolling a significant number of English Learners 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	<ul style="list-style-type: none"> ● 3 or 4 overall ● No sub scores of 1
Comparison of Student Performance with English Proficient Students	SBAC ELA (tested grades) or	<ul style="list-style-type: none"> ● Meet or Exceed Standards ● At Grade Level Benchmark ● Above 50th percentile

Teacher Evaluation	English grade	<ul style="list-style-type: none"> ● Grade of 80% or higher on all academic work in English-Language
Parent opinion & consultation	Parent notification letter	<ul style="list-style-type: none"> ● Notice to parents/guardian and opportunity to participate in reclassification process

Strategies for Supporting English Learners

Academically, CCCA will meet the needs of its English Learners through a combination of research-based strategies to facilitate English Language Development. All English Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. Listed below are additional research-grounded strategies (Linan-Thompson & Vaughn, 2017) that may be utilized by CCCA to support all ELs:

- Comprehensive reading instruction taught explicitly and systematically
- Teaching students strategies for learning new vocabulary
- Frontloading new or challenging vocabulary
- Models, demonstrations, and visuals
- Manipulative materials and hands-on materials
- Repetition and review of concept and vocabulary
- Choice of resources, tasks, language production options
- Active participation in various individual and group configurations
- Print-rich environment
- Authentic and meaningful tasks, making connections between learning, and real-life experience
- Opportunities for reflection and verbalizing thoughts through academic talk
- Standards-based unit organization
- Implementation of multiple modalities and UDL best practices across disciplines
- Assessment and monitoring of progress toward standards and frequent checks for understanding
- Development of metacognition and goal setting
- Explicit instruction in key skills (e.g., preview, scanning, skimming)

The evaluation for the program effectiveness for ELs at CCCA will include:

- Adhere to CCCA academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.

- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Students with Special Needs

The Charter School 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”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: Sacramento County SELPA and El Dorado County Charter SELPA.

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

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

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

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

The Charter School may seek resources and services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability.

The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

CCCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of 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 school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Education Specialist and shall include the parent/guardian, 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 making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team 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 that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student 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 the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA 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 that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the 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 that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she 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.

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

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education

programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

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

Staffing

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

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

It is the goal of CCCA to employ at least one full time teacher with a valid Special Education Credential and an Education Specialist. The Education Specialist, will be the primary charter school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.)

In year 3, pending budgetary availability, CCCA plans to employ a Special Education Coordinator that will have the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Executive Director or a designee to ensure that the objectives and goals of students with IEP's are being met;
- Complete the 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;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- 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 that all IEPs and 504 plans are properly implemented.

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 team believes that our goal of ensuring graduates are college accelerated and career prepared is more important than ever for our special populations. While specific strategies to support each student will be defined in the IEP, CCCA's overall approach to instruction will engage learners that may not have been successful in other environments. Project-based learning with practical applications in the real world will allow students to engage multi-modally with instructional content; opportunities for visual, auditory, kinesthetic, and tactile learning will engage all learners. Further, our individualized approach to instruction provides a number of unique advantages. Students will have flexibility to set their own pace and take breaks, as appropriate. Teachers, in collaboration with the student's special education teacher, will be afforded maximum flexibility in order 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 of 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 minimum, school facilities will be accessible to all and all students will be able to access and engage in our field experiences and internships. In order to ensure that 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 that the needs of each student are prioritized. We anticipate that our partnership with local universities will allow close coordination for students with disabilities as they graduation and hope to forge a partnership with UC Davis' Center for Excellence in Developmental Disabilities to support our efforts to prepare all students for college and career.

Notification and Coordination

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

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such

exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School 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 free appropriate public education to the student in question.

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-

school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Day in the Life of a Capital College & Career Academy Student

A typical day in the life of a Freshman with advanced math skills at CCCA might look like this:

Angelica is a Freshman 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 that 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 she is dressed in her uniform and 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 furthest to get to school but she likes the added responsibility of getting to school on her own. Plus, 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, let alone participated in. Since it is a Tuesday, Angelica participates in the before school academic enrichment class. At first she was a bit hesitant but the applied construction math II course she is taking has been a challenge. She also enjoys the study hall format which is student-led and facilitated by her advisory teacher. The classroom is a warm and welcoming space. There are posters with inspirational quotes, CAD designs, and student work from the year.

In the academic enrichment period Angelica takes out her composition notebook and sits at a table with four of her classmates. Each of them take turns sharing a problem they struggled with 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, her 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 that it wasn't too bad and actually, combined some of the things they were covering in their math class. Her and her friend grabbed a snack and headed back to their class for advisory.

Today in advisory, a female president of a large local construction company, was coming to present to the entire Freshman class. Recently her class had been completing a variety of job interests surveys online and were adding to the resume they created in the first semester. The speaker discussed her background and how she got into the construction industry as an electrician. It was so inspiring to hear her story and how the construction trades provided her with so many different opportunities. She started her speech asking students if they liked jewelry, nice cars, and purses and then went on to describe how when she was younger, just because she was working hard and getting dirty didn't mean she couldn't get these things but rather she made more money than all of her friends because of the hard work she was doing. Now as an industry executive, she gets one nice piece of jewelry for herself each year. 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 job, she has the opportunity to travel all over the nation and meet influential people. At the end of the presentation, Angelica and her friends went up and thanked her for the presentation.

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 320 skills for online learning. Every student in the class agrees that CCCA definitely uses more technology than they were used to in middle school; fortunately, the online college course covers key skills that were specific to the online learning platform used by American River College. She learned some of these skills by completing the college success course but this course was more focused on the online components of class. Her advisory teacher, Mrs. Lee, 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 fifteen-minute break. Almost the entire freshman class gathered in the quad. It was an opportunity to see friends who were in other advisory classes. Students gathered in smaller groups and listened to music or talked about the

week ahead. After the break, it was time for the next block class. Angelica headed to social studies class. Here, she again grabbed a Chromebook and started work on her college Psychology class.

Even though it was only semester two this was Angelica's fourth college class. Her social studies teacher who had previously taught psychology started class by having all students share out what they were working on in their college class and describe any challenges that they were facing that week. Angelica was used to sharing out since 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 humanities course, they were not all in the same class. Students who had specific questions or were taking similar courses were given 15 minutes to collaboratively discuss. 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 course work 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.

After lunch, Angelica returned to her advisory classroom to again dive into her HCD course. This time, the period started with a fishbowl discussion. The student in the middle was asked multiple questions ranging from "what skills have you learned in this class do you feel are most important in the real world?" to "what is the best way to respond to criticism in an online discussion format?" Angelica acted as an observer and took notes in her notebook comparing and contrasting the student's answers with her own beliefs. After about 35 minutes students again grabbed Chromebooks and began working on their weekly assignments for the college course. Students who finished early were able to work on their other course work. Several students even formed a small study group to prepare for an upcoming English presentation.

After another break Angelica was ready for the last period of the day. She had already participated in two college classes, gotten feedback from teachers and peers, listened to an industry expert, and problem solved multiple classes. For her last period, she again went back to her social studies classroom. This time the class started off with a current event warm up activity. Students were asked to pick a side on a new proposed tax for the city. After completing their responses, they debated out loud while the teacher made a Venn diagram on the board synthesizing their key points. After a somewhat spirited debate, students grabbed their Chromebooks and started working where they had left off in the morning. When the bell rang the block day was complete it was time to pack up and head back home.

Local Control and Accountability Plan

The Charter School will comply with Local Control and Accountability Plan (LCAP) requirements as described in Education Code Section 47606.5. The Executive Director of CCCA will stay informed of any updates or changes that are made by the State Board of Education and will be responsible for implementing the LCFF and the Local Control and Accountability Plan.

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 is reported on a school accountability report card (SARC). The team recognizes that 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 the leadership team at CCCA will establish policies and procedures that are aligned to and comply with all applicable deadlines, state priorities and formats related to the LCFF and the Local Control and Accountability Plan.

The Charter School has provided a reasonably comprehensive description of goals and actions in the State Priorities, schoolwide and for all numerically significant student subgroups, in Element Two.

Element Two – 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 Capital College & Career Academy were developed from the applicable Education Code provisions, the State Standards, including but not limited to Common Core State Standards (“CCSS”) for Math and ELA, Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) Standards, 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 are learning and preparing for the world ahead based on a wide variety of measures.

Capital College & Career Academy 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 feels 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 school will meet all statewide standards and conduct the 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 pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) with the Local Control Accountability Plan 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 & Outcome Benchmarks to Align with State Priorities

Element one outlines the proposed student demographics for CCCA. While it is difficult to define concrete goals without more detailed information on the students we will actually serve, the leadership team focused on the performance measures that 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 or not 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 created based on schools with similar student demographics to those projected in element one based off of the community we plan to serve. Once we have completed the enrollment process and conduct initial student assessments, the team will evaluate whether the goals and metrics outlined below are reasonable and achievable or if adjustments will be necessary. We will provide regular updates to our authorizer throughout this process to ensure that we are clearly communicating our performance standards.

The outcome benchmarks listed below 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 CCCA student that the 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.

Statewide Priority #1: Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))			
School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goal
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 English learners and special education	<ul style="list-style-type: none"> • In accordance to AB 1505, 100% of subjects are taught by appropriately credentialed and qualified teachers • At least 25% of teachers will hold appropriate authorization/credentials specific to English learners and special education 	<ul style="list-style-type: none"> • Ensure that 100% of teachers are appropriately credentialed to teach their subject matter test • Annual review of credential/authorization status 	<ul style="list-style-type: none"> • Teacher credentials are thoroughly checked by the Executive Director or designee during the interview process and reviewed before a final offer of employment • Executive director/designee will seek out teachers with desired credentials and authorization during the hiring process and individuals with these credentials will be given

			<p>priority at hiring.</p> <ul style="list-style-type: none"> ● Executive director/designee will explore appropriate compensation for teachers seeking additional credentials/authorization.
<p>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</p>	<p>100% of applicable coursework will be vetted by credentialed teachers along with college and career partners</p> <p>100% of all subgroups will have access to all instructional materials that are aligned with the CCSS</p>	<ul style="list-style-type: none"> ● Scope and sequence document includes listed curricular materials for each class ● Regularly scheduled collaboration time is established with community college ● All final curricular materials are presented to the board of directors 	<ul style="list-style-type: none"> ● Executive Director and instructional leads will conduct annual inventory of instructional materials and execute immediate purchase of necessary resources. ● Board finance committee and Executive Director will conduct annual budget process to ensure purchase of materials. ● Executive Director/designee will conduct weekly observations to ensure implementation of materials and alignment to CCSS.
<p>Curriculum provides students across all</p>	<p>100% of CTE curriculum that is</p>	<ul style="list-style-type: none"> ● Board members reflect the diverse 	<ul style="list-style-type: none"> ● Executive Director and

subgroups with engaging learning opportunities that prepares them for both college and a career	<p>chosen or developed aligns with college and or industry standards</p> <p>100% of subgroups will have access to CTE curriculum aligned to their individual needs</p>	<p>learning outcomes sought by CCCA</p> <ul style="list-style-type: none"> ● Each class has at least two cross curricular learning opportunities as measured through scope and sequence documents per semester ● Results from annual student/family survey indicate students are able to engage appropriately with the CTE curriculum 	<p>Board will establish an Industry Advisory Committee that will meet regularly to provide guidance regarding the selection and evaluation of CTE content.</p> <ul style="list-style-type: none"> ● Executive Director and Industry Advisory committee members will observe CTE classrooms and worksites regularly to ensure instructional materials are available and differentiated as needed. ● Instructors in CTE courses will receive professional development provided by the Executive Director or designee to support the engagement of students across all subgroups.
Facilities allow for unique programmatic needs of CCCA and	CCCA secures an appropriate location once the charter	<ul style="list-style-type: none"> ● Executive Director and Board will 	<ul style="list-style-type: none"> ● Executive Director/ admin designee will

is accessible to all subgroups.	<p>petition receives final approval. The confirmation of satellite learning centers will also occur once the petition receives final approval.</p> <p>CCCA will make required revisions to the facility to facilitate access to all students. Several possible locations are listed in Element 4 and Appendix C.</p>	<p>conduct review of school facilities to ensure the building meets all legal requirements which includes a “shop” area for all CTE courses</p> <ul style="list-style-type: none"> ● Executive Director and Board will review facilities to ensure they are accessible to all students 	<p>work with industry advisory committee to identify primary school site as well as potential satellite learning centers.</p> <ul style="list-style-type: none"> ● Executive Director/designee will enlist the support of a commercial real estate professional with experience locally. ● Executive Director/Designee will consult with legal counsel and SCCOE to ensure facilities are legally compliant and accessible to all.
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Statewide Priority #2: Implementation of State Standards

Implementation of State Standards (including CCSS and English Language Development), including how EL students will be enabled to gain academic content knowledge and English language proficiency

School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
CCCA will fully implement the State Standards	<p>100% of applicable courses will align with State Standards</p> <p>100% of applicable courses will be UC A-G approved</p>	<ul style="list-style-type: none"> ● Quarterly review and inspection of lesson plans, curriculum, and internal and external assessments by 	<ul style="list-style-type: none"> ● Administration will purchase aligned state-approved online curriculum. ● Administration will develop

		<p>Executive Director/designee.</p> <ul style="list-style-type: none"> ● Approval by the UC course approval system for applicable courses. ● Cross curricular learning opportunities reflect multiple content standards 	<p>scope and sequence for each grade level and subject.</p> <ul style="list-style-type: none"> ● Teachers will be trained and supported on the implementation of CCSS at summer training and during the school year. ● Executive Director/designee will secure UC approval of applicable coursework. ● Teachers will be trained and supported on the UC A-G course requirements.
<p>All EL students will access the CCSS-aligned curriculum with additional scaffolds and support to ensure they are achieving English language proficiency</p>	<p>100% of EL students will access academic content knowledge through the implementation of the State Standards.</p> <p>The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually</p>	<ul style="list-style-type: none"> ● Percentage of students making progress toward English language proficiency as measured by ELPAC assessment ● Review of course scope and sequence documents, lesson plans, curriculum, assessments. ● Internal and external assessment of EL supports across courses 	<ul style="list-style-type: none"> ● Instructional staff will receive professional development focused on strategies to support English Learners within CCSS. ● Executive Director/designee will review instructional materials and observe classroom instruction regularly to ensure supports for EL students are provided. ● Instructional staff

			may provide ELD pull-outs for low ELPAC students
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Statewide Priority #3: Parental Involvement and Family Engagement

Parental involvement and family engagement, including efforts the 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 pupils and individuals with exceptional needs.

School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
Each family will be partners in the educational process	<p>At least 75% of families will indicate that they are satisfied with opportunities for parental involvement offered by the school.</p> <p>At least 75% of families will volunteer at least 10 hours per year</p>	<ul style="list-style-type: none"> ● Climate surveys ● Volunteer hours ● WASC Process ● ELAC ● Parent Committee 	<ul style="list-style-type: none"> ● Executive Director/designee will provide regular updates to the school community and highlight the work of parent volunteers ● Develop volunteer management/tracking system to accurately track involvement ● Direct parent involvement will be encouraged but, recognizing that it may not be

			required, the leadership team and board shall explore additional opportunities to engage with the school.
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 English learners, Low Income, Foster and homeless youth, as well individuals with exceptional needs.	<p>At least 75% of CCCA families will complete the annual family survey.</p> <p>At least 4 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</p> <p>At least 2 on-campus or virtual events will be held annually focused specifically on the needs of parents of subgroup students. This may</p>	<ul style="list-style-type: none"> • Annual survey completion rates • Strategy and planning documents related to engagement of families. • Agendas and attendance for family engagement events. 	<ul style="list-style-type: none"> • Leadership team will develop and launch a schoolwide campaign encouraging families to complete the annual family survey. • Executive Director/designee will develop and implement communications strategy to encourage attendance at major schoolwide events using multiple languages and social media. • Board and Executive Director will explore creating an ad hoc family engagement committee that will report on

	include a parent meeting with a special education teacher or advocate to discuss the IEP process and the rights of families provided by IDEA.		family engagement through the LCAP and ELPAC (if applicable) and other parent groups.
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Statewide Priority #4: Student Achievement

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

- A. California Assessment of Student Performance and Progress statewide assessment
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California
- D. EL reclassification rate
- E. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- F. Percentage of pupils 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

School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
CCCA students will be creative problem solvers ¹⁶	70% of CCCA students, including numerically significant subgroups, will increase or maintain their proficiency in math and ELA based on their 8th grade CAASPP scores	<ul style="list-style-type: none"> ● CAASPP data ● Internal and external benchmark assessments ● Baseline iReady assessments ● AP exam scores 	<ul style="list-style-type: none"> ● The instructional team will establish, monitor, and analyze benchmark proficiency and growth goals. ● The Administration will train teachers to analyze benchmark data

¹⁶ Indicates core competencies required of an educated person in the 21st century.

			<p>and adjust instruction to meet individual needs.</p> <ul style="list-style-type: none"> ● The administration and teacher leaders will monitor classroom instruction and coach struggling teachers. ● The school will provide appropriate interventions to struggling students.
All students will be supported in their learning	Early interventions will be effective in supporting struggling students as indicated by grades and progress reports 60% of the time	<ul style="list-style-type: none"> ● SST/ intervention process ● Baseline iReady assessments ● Student transcripts ● Classroom based assessments ● State assessments ● AP exam scores ● Percentage of students making progress toward English language proficiency as measured by ELPAC assessment 	<ul style="list-style-type: none"> ● Instructional staff will implement CCSS-aligned curriculum and instructional strategies including regular assessment of student knowledge. ● The leadership team will convene and review student data and progress towards goals at least monthly. ● The leadership team will monitor the data and progress of students who may be at risk on a biweekly basis.

Statewide Priority #5: Student Engagement

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

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

School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
CCCA students will regularly engage and participate in school.	CCCA's chronic absenteeism rate will be less than the county average rate of 14.1 ¹⁷ Chronic absenteeism rates for all subgroup students will be lower than county rate or at least 2% lower than the previous year ADA at or above 95%	<ul style="list-style-type: none">● Attendance data/ADA● Number of tardy students	<ul style="list-style-type: none">● Administration will closely track attendance and conduct follow up meetings with families with attendance concerns.● The school will incentivize and reward strong attendance● The administration will regularly engage families and students from subgroups to identify barriers that may be limiting their ability to attend school.● The administration will develop an action plan to reduce chronic absenteeism among subgroup

¹⁷ CDE Dataquest Chronic Absenteeism Rate (2018-19)

<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=County&cde=34&year=2018-19>

			students
CCCA will support more students through graduation and reduce the number of dropouts, especially among subgroup populations	<p>CCCA will have a graduation rate above the countywide average of 83.7% or increase 2% annually</p> <p>CCCA will have a cohort dropout rate lower than the countywide average of 7.8%</p>	<ul style="list-style-type: none"> ● California School Dashboard ● Graduation rate data ● Student transcripts 	<ul style="list-style-type: none"> ● Administration will hire college and career counselors that have demonstrated success supporting similar students through to graduation. ● 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. ● Advisors will convene relevant instructional and support staff to discuss the performance and strategies to support at-risk students.

Statewide Priority #6: School Climate

As measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
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CCCA graduates will be responsible citizens ¹⁸	90% of students will participate in at least one community service project per year	<ul style="list-style-type: none"> ● Registration and sign up data ● Student portfolios ● Student reflections on the community service experience 	<ul style="list-style-type: none"> ● Administration and advisory leads will discuss community service as it relates to core values. ● Advisory leads will facilitate research and registration for group/individual community service projects. ● Students will reflect on these experiences as part of their annual portfolio project and shared their experiences with incoming students as a recruitment strategy
Students are equal partners in the learning process	100% of students will be eligible to serve and/or elect representatives to the student advisory council that will be created as part of school wide MTSS process	<ul style="list-style-type: none"> ● Meeting notes ● Advisory council roster 	<ul style="list-style-type: none"> ● Executive Director will identify staff member to facilitate advisory council ● Representatives from each advisory group will convene regularly to discuss relevant topics.
CCCA is committed to a safe and welcoming learning	95% of students will complete annual school climate survey	<ul style="list-style-type: none"> ● Parent/ student handbook ● Results from 	<ul style="list-style-type: none"> ● Executive Director or designee will

¹⁸ Indicates core competencies required of an educated person in the 21st century.

environment for all students, regardless of subgroup designation	At least 80% of respondents will indicate that CCSA is safe and welcoming	<p>School Climate surveys</p> <ul style="list-style-type: none"> ● Suspension and expulsion data 	<p>implement a schoolwide Multi-Tiered System of Supports (MTSS) based on best practices in research.</p> <ul style="list-style-type: none"> ● Executive Director/designee will provide training and coaching to staff to ensure the correct implementation of the MTSS ● Administration will develop or identify research-backed climate survey that will be administered during advisory. Survey administration must reflect student language needs and/or other modifications ● Results from climate survey, including data specifically from subgroup populations, will be analyzed by staff and shared with the board; Administration will consider policy adjustments as indicated by survey results
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Statewide Priority #7: Course Access

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

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

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

School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
All students will participate in a range of college and college preparatory course work	<p>100% of students will have course schedules that demonstrate access to a broad course of study.</p> <p>100% 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 post-secondary goals.</p>	<ul style="list-style-type: none">● Student schedules and master schedule● Agenda & sign in for advisor reflection & planning sessions● WASC accreditation by year two ¹⁹● UC A-G dashboard includes all offered courses	<ul style="list-style-type: none">● Administration will begin the process to secure WASC accreditation● Administration will secure UC approval for applicable coursework● Administration will ensure the faculty and master schedule provide a broad range of coursework.● Partnerships with industry leaders and American River College should provide a variety of course options for students.● Administration and advisors should explore

¹⁹ Accrediting Commission for Schools Western Association of Schools and Colleges

			new partnership opportunities to provide expanded options to students based off of student feedback.
All students will be college prepared	<p>70% of graduating students will earn a minimum of 15 college units</p> <p>Early college enrollment and college credits earned by student subgroups will increase each year.</p>	<ul style="list-style-type: none"> ● Student transcripts ● Percentage of pathway completers ● Subgroup-specific enrollment and attainment data 	<ul style="list-style-type: none"> ● Instructional staff and advisors will support 9th & 10th grade students with skills they will need to be successful in college coursework. ● Advisors will check in at least biweekly with all students enrolled in college coursework. ● Advisors will ensure that students with IEPs have appropriate modifications in college coursework. ● Students flagged as at-risk by advisors or other instructional staff will receive additional support and coaching to support their college success.
All students are provided rigorous learning opportunities	100% of students with exceptional needs will be provided the	<ul style="list-style-type: none"> ● IEP goal progress ● Student transcripts indicating UC A- 	<ul style="list-style-type: none"> ● Case manager & educational specialist will ensure that

	scaffolding and modifications necessary to ensure goals are met 70% of the time	G preparedness	<p>instructional staff is aware of student modifications and best practices for engaging each student.</p> <ul style="list-style-type: none"> ● Instructional staff will receive ongoing professional development focused on meeting the needs of all learners. ● Case manager and advisors will engage exceptional students on a weekly basis to explore progress and discuss growth towards goals
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Statewide Priority #8: Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in #7, as applicable.			
School Wide Goals	Measurable Outcomes	Measures/ Assessment of progress	Actions to Achieve Goals
All students will demonstrate college and career readiness	<p>100% of student will be provided the opportunity to participate in nationally recognized college readiness exams</p> <p>85% of students will demonstrate standard</p>	<ul style="list-style-type: none"> ● All 10th grade students will participate in the PSAT ● All 11th and 12th graders will take the SAT ● 85% of students demonstrate standard “met” or 	<ul style="list-style-type: none"> ● Executive Director or designee will facilitate registration as a testing site. ● Administer SBAC interim assessments in ELA/Math and

	<p>“met” or “exceeded” in the SBAC ELA/Math as well as the CAST assessment</p>	<p>“exceeded” in ELA/Math SBAC assessments and CAST assessments</p> <ul style="list-style-type: none"> ● All students with IEP modifications will be tested according to IEP conditions 	<p>Science on a regular basis; make appropriate modifications to instruction based on results from interim assessments.</p> <ul style="list-style-type: none"> ● Practice examinations will be administered during advisory along with best practices for test-taking and CCCA-specific testing conditions. ● Educational specialist will ensure appropriate modifications for exceptional students are approved by testing agency and noted accurately on test documents.
<p>All students will earn industry-recognized credentials</p>	<p>100% of graduating seniors will obtain industry-recognized credentials including:</p> <ul style="list-style-type: none"> ● OSHA 10 ● CPR ● NCCER level 1 certification ● Hand and power tools safety certification ● Stairway and ladder safety certification 	<ul style="list-style-type: none"> ● Certification records from certifying agency ● School calendar with industry credential review dates 	<ul style="list-style-type: none"> ● Executive Director/designee will identify appropriate school staff to liaison with certifying agency ● Staff will be encouraged to secure instructor credentials from certifying agency. ● Opportunities for credentialing and student sign ups

			<p>will be facilitated by advisors leader</p> <ul style="list-style-type: none"> ● Executive director will review schoolwide credentials at the end of each year
<p>CCCA students will be effective communicators²⁰</p>	<p>100% of students must complete a capstone project prior to graduation</p>	<ul style="list-style-type: none"> ● Capstone final course grades ● Student online portfolios ● Student presentations 	<ul style="list-style-type: none"> ● Advisory leads will develop standards for the annual portfolio and capstone project. ● Students will explore capstone project ideas in advisory during year 11 and finalize the project in year 12. ● Students will reflect on the capstone projects to support development of incoming students. ● Administration will develop recognition system for capstone projects

²⁰ Indicates core competencies required of an educated person in the 21st century

Element Three – 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

The Charter School 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.

Capital College & Career Academy is committed to meeting and exceeding the State’s grade-relevant standards. To achieve this, the school will implement a variety of measures and assessments to gather data and inform student progress. CCCA will utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment. These assessments are aligned with the state priorities, appropriate for grades 9-12 and are 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, Mathematics, 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 9th grade students will also participate in the FITNESSGRAM assessment. The outcomes of our statewide assessment will be measured and reported by the California Department of Education.

In addition to state mandated assessments, we will utilize the nationally-recognized and standards-aligned iREADY assessment suite to gather actionable diagnostic data in reading and mathematics for all incoming 9th graders and new students. iReady assessments will also be given at the start of the second semester to measure the effectiveness of the interventions and overall CCCA curriculum. The data from this assessment will be used to track student progress but will also ensure that teachers are able to differentiate instruction to meet students where they are. This data will also help CCCA provide targeted interventions to support students who may not be reading at grade level. Students, year over year growth will be measured using the ASVAB.

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 include, but will not be limited to, daily exit tickets, think-pair-shares, and homework assignments. More

formal measures 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.

Our commitment to providing real world learning experiences requires us to authentically assess student learning. The STEAM principles that guide 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 own learning. These presentations are most often evaluated 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 post-secondary 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	Incoming 9th graders and all new students	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.	Semiannual	70% increase or maintain proficiency in ELA & Math relative to 8 th grade performance
Formative Assessments (Exit tickets, weekly quizzes, etc.)	9-12th	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 improve curriculum and	Twice annually	70% demonstrate proficiency in specified subject area

				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	85% demonstrate standard “met” or “exceeded” according to scale score range
CAST	11th/12th	4	Science	Assessment of student mastery of grade level science standards	Annually	85% demonstrate standard “met” or “exceeded” according to scale score range
California Alternate Assessment	11th/12th	4 & 7	All	Assessment of student mastery of core content	Annually	Student-specific based on IEP recommendations

				connectors, only for students with the most significant cognitive disabilities		
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 two, potentially three years training students would have more motivation to match salary/ job offers thus increasing graduates initial earning potential.	Annually	N/A
ELPAC	All	2 & 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 the 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:

- Summary data showing student progress toward the goals and outcomes specified in the Charter from assessment instruments and techniques listed above.
- An analysis of whether or not student performance is meeting the goals specified in the Charter.
- Data on the level of parent involvement in the Charter School's governance and other activities.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the Charter School's health and safety plan
- An overview of the Charter School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not 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 similar to those available through Google Suite or Schoology. School staff and each students' 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 Capital College & Career Academy 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 that student data is treated to safeguards and protections to ensure student privacy. Below are listed some of our best practices and uses of student data at CCCA:

- Set and monitor measurable schoolwide and grade-level goals and achievement targets
- Define action steps necessary to achieve schoolwide and grade level goals
- Identify groups of students and individual students that may require additional enrichment or support and develop action steps for remediation through the MTSS process
- Drive the development of standards-aligned curriculum and lesson planning based on the particular needs and interests of students
- Provide students, teachers, and advisors the opportunity to engage in reflective conversations regarding individual student's progress towards mastery
- Programmatic evaluation

- Identify strengths and weaknesses in programmatic and instructional practices and support the development of targeted professional development
- 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 towards 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 a Local Control and Accountability Plan (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 Four – 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).)

The charter school plans to operate from a main facility in North Sacramento as well as several learning center facilities proximate to 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 negotiating with the owner of the facility; no final decision has been made at this time with respect to leasing or purchasing the facility. The school site has not served as a school facility in the past; negotiations with the owner and the city planning department have included discussions about retrofitting the facility to meet all applicable legal requirements to allow the facility to serve as a charter school. The cost of leasing/purchasing the facility is described in the attached budget documentation. The team has also worked closely with StudioW Architects to develop initial site plans.

The primary school facility at 501 Arden Way will have sufficient space to accommodate all student enrollment projections through this charter term. 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 recognizes that accessibility to our school from all parts of the county may be challenging; but the Charter School has been mindful to select a location that is directly across the street from a major Regional Transit stop and is situated between two major highways. CCCA believes that access to public transportation as well as close proximity to major area thoroughfares will allow all interested students to access the school facility.

In addition to the primary school facility, CCCA will operate learning centers in several locations throughout Sacramento County to facilitate students’ access to authentic industry-based learning experiences. As described in Element One, during a regular school week, students will spend three days at the main school site and two days offsite at an industry partner or attending classes at their dual enrollment sites. These learning centers will be reserved for the use of CCCA students during school hours and during the school year. Each learning center will accommodate a small number of students; students will be supervised at all times by CCCA staff members. These facilities partnerships with industry leaders will create opportunities for students to learn beyond the principal facility, perhaps in a college classroom near their residence or in a dedicated space at an industry location.

We have secured letters of intent from Associated Builders and Contractors, NorCal, Boys and Girls Clubs of Greater Sacramento, and the Girl Scouts Heart of Central California indicating their initial agreement to provide a dedicated space for CCCA students throughout the school year. Final confirmation is dependent upon approval of the charter petition. The initial partners have indicated that they will potentially provide the space free of charge to CCCA, but there will be costs associated with outfitting each space for use as a learning center. These costs are reflected in our budget. It is our expectation that the number of learning centers will increase gradually each year, as the Charter School’s enrollment increases.

Element Five – 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

Capital College & Career Academy 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 M) 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.

The Charter School 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 as long as 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 Capital College & Career Academy Board Bylaws which can be found within the board handbook in Appendix N 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 the 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 that 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 Board Election Committee, the team has worked to ensure all candidates have a background that supports the unique nature of the school’s

mission and vision. The Board Election Committee 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

Capital College & Career Academy has established an initial Board of Directors, as well as a founding team. The initial Board of Directors consists of industry experts, educators, and community advocates working in the fields of education, construction, finance, and social services. The names of our founding board members along with their primary areas of expertise are listed below. More detailed biographies and resumes for each board member may be found in Appendix B.

Name	Experience/Expertise
Linda Farley	Education/Nonprofit
Edith Espinoza	Education/English Language Development
Jordan Blair	Communications/Construction Trades
Timothy Blood	Workforce Development/ Construction Trades
Jerry Bell	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

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 second 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 "Capital College & Career Academy Board of Directors Handbook," may seek election as a director. All candidates must commit to sign the "Capital College & Career Academy 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 that 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 less than five (5) and no more than eleven (11), 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). 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 Board Election Committee.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be three (3) seats for a term of two (2) years and four (4) seats for a term of three (3) years. The initial Board of Directors shall be as follows:

NAME	EXPIRATION OF TERM
Jordan Blair (Chair)	2022
Jerry Bell (Treasurer)	2021
Timothy Blood (Vice Chair)	2022
Edith Espinoza (Secretary)	2021
Linda Farley	2021
James Moore	2022
Stephanie Hannah	2022
Timothy Murphy	2023
Jacobe Caditz	2023
Ian McQuoid	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 L. 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 Capital College & Career Academy. The Board ensures that 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:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Ensuring effective planning and adequate financial resources
- Protecting assets and providing financial oversight
- Approve and monitor the Charter School's annual budget and budget revisions;
- 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
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Maintaining and building the Board's capacity
- Ensuring legal and ethical integrity
- 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;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Complying with local, state and federal regulations, including compliance with the Brown Act
- Abiding by all internal Board bylaws, including the Board's conflict of interest policy

- 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 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 Capital College & Career Academy, as well as the operational management of the Charter School.

The board will work collaboratively to make informed decisions and ensure the school 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 N.

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 meetings. The public comment forms used at meetings are included in Appendix O. To encourage parent and community attendance at Board Meetings all meetings agendas and materials are published on the 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.

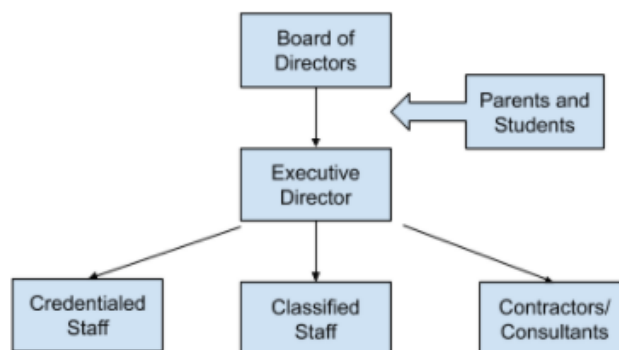
The agenda for a regular board meeting will be posted 72 hours in advance of the meeting. The agenda for a special board meeting will be posted 24 hours in advance of the meeting. Board agendas will be posted at the site of the board meeting and both on the home page of the school website (<http://capcca.org/>) with a prominent, direct link to the agenda on the Board of Directors page of the site (http://capcca.org/?page_id=121). The Board has been meeting approximately every two (2) to three (3) months up until the submission of the charter. After the charter approval the Board will meet every four (4) to six (6) weeks. As operations in the start-up phase stabilize, the Board will meet as frequently as necessary, but no less than six (6) 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 school in specific areas (i.e., audit committee, advisory committee, fundraising committee). The bylaws describe the selection of directors, the composition of the Board, and procedures to conduct meetings, which may be revised as needed. The bylaws are included alongside the Board of Directors Handbook in Appendix N.

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:

- Develop and communicate the mission, academic program, and culture of Capital College & Career Academy to key stakeholders, including students, families, and staff
- Design and implement fundraising initiatives in concert with the Board to ensure the long-term fiscal health and viability of the Charter School
- Hire, promote, discipline, and dismiss all employees of the Charter School
- 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
- Serve as a liaison between the County Office of Education and the Charter School Board of Directors
- Develop and implement the budget of the Charter School in accordance with generally accepted accounting principles
- 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
- Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services
- Ensure that the County Office of Education and the California Department of Education receive all necessary and mandated reports and data
- Negotiate Memoranda of Understanding and other contracts with the County Office of Education, and any other applicable partners and/or community organizations
- 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 that 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. All of these strategies rely upon regular and timely communication with families. We will utilize a variety of pathways to communicate with families including our online learning platform, email from the administration as well as 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 the results from our annual family survey to ensure we are making progress towards our family engagement goals in alignment with the state priorities. We will also use that feedback to adjust our actions or activities to more effectively engage with our community members.

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 as well as 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 school and broader community. The communication will also provide information on upcoming volunteer opportunities. CCCA recognizes the importance of building relationships in order to more authentically engage our community; 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. In order 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 that all volunteers are able to find an opportunity that reflects their strengths. The calendar will make clear that, while 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 be able to 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 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 themselves, in addition to 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 that the relationship between students, families, and their advisors will evolve and strengthen throughout the four years of collaborative work to support each student.

Parent Committee

CCCA will organize a parent committee that will meet at least quarterly to plan out community outreach, fundraising initiatives, and school wide events. The committee will also provide parents an opportunity to share feedback, voice concerns, or ask questions about the educational program at Capital College & Career Academy. 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 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 in order 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 school.

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

- Measure effectiveness of improvement strategies at the school.
- Seek input from school advisory committees.
- Reaffirm or revise school goals.
- 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 the Charter School in the development of the 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 Six – 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)(C). CCCA will hire qualified and passionate individuals who will work collaboratively to ensure that the school fulfills its mission and vision of graduating students who are college accelerated and career prepared. The team is committed to ensuring that the following assurances are met.

- 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.
- All teachers will meet the requirements outlined in Education Code Sections 47605.6(1) and 47605.4(a).
- Capital College & Career Academy is a school of choice and as such, no employee will be forced to work for the organization.
- The school 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.
- The school will comply with all State and federal laws concerning the maintenance and disclosure of employee records, and the school 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 pupils.

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:

- Alignment with the Charter School’s mission and vision
- Represents the five pillars of CCCA: collaboration, responsibility, grit, critical thinking, and leadership
- Unwavering belief that all students can achieve at the highest level, regardless of race, class, family background, or other demographics factors

- Commitment to serving a diverse student population that is reflective of the population of Sacramento County
- Willingness to do whatever it takes to ensure students graduate and are prepared for opportunities after high school
- 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. The Charter School's leadership structure may shift over time as the school grows to full size; key staff members will collectively have all of the qualifications necessary to ensure the academic, financial, and organizational success of the school. The Executive Director will directly oversee the school's classified and instructional staff while working closely with the school's back office provider, Charter Impact, to ensure the program is financially viable. The qualifications and responsibilities of the Executive Director are described below:

Position	Certification	Qualifications	Responsibilities
Executive Director	No	<ul style="list-style-type: none"> • At least 2 years of successful leadership experience in a high-performing school • At least 5 years of leadership and management experience, ideally in a high-performing school • Excellence in organizational management with a proven track record recruiting, coaching and developing high-capacity teams and individuals • Demonstrated experience developing and managing an organizational budget • Past success reporting to or working closely with an independent Board of Directors • Strong public relations and fundraising experience 	<ul style="list-style-type: none"> • Recruit, hire, train, and evaluate all staff • Provide professional development opportunities for all staff • Support teachers in their professional and instructional development to ensure academic success • Lead the development and implementation of curriculum and assessment for all students • Manage school operations • Prepare reports to be submitted to the Board • Develop budget based on priorities and need; facilitate annual audit and other financial reports • Ensure long term viability of school through fundraising and development • Liaison between the authorizer and Board; prepare reports and respond to authorizer requests • Maintain school facilities

		<ul style="list-style-type: none"> • Exceptional emotional intelligence and ability to work with diverse stakeholders • Bachelor’s degree required, Master’s or other advanced degree preferred 	<ul style="list-style-type: none"> • Obtain and maintain accreditation with the Western Association of Schools and Colleges • Oversee the improvement and implementation of the school's programs in service of students with IEPs, English learners, low- and high-achieving students, and other applicable sub-groups • Lead community outreach and engagement • Test coordination
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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. Capital College & Career Academy 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. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Capital College & Career Academy 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.

The Charter School 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:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community oriented

CCCA will evaluate the qualifications of prospective teachers through a multi-step 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 the credentialing requirements and is aligned with the mission

and vision of the Charter School. Candidates that 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 the school's priorities.
4. **References:** Successful candidates will be notified that their references will be checked.
5. **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"> Valid credential in the teacher's certificated assignment Preferably, a minimum of 2 years of experience as a classroom teacher serving similar grade levels Experience with one or more of the following: STEAM-based learning, career/technical education, college preparatory curriculum, project-based learning, personalized learning, interdisciplinary curriculum Understanding of the Common Core State Standards and/or relevant content standards Experience integrating technology seamlessly into instruction Commitment to data-driven instruction including the 	<ul style="list-style-type: none"> Provide a safe and supportive learning environment for all learners Plan and prepare lessons including any supplemental instructional support material that students may need Work collaboratively with instructional support staff to ensure the learning needs of all students are being met Establish standards of student performance which can be quantitatively and qualitatively evaluated; prepare tests and assignments; correct papers and monitor student progress; prepare progress reports and report cards. Assist specialist in the identification, assessment, and resolution of special student problems;

		<p>ability to use multiple assessment instruments to evaluate mastery of content and modify instruction</p> <ul style="list-style-type: none"> • Experience developing standards-aligned authentic assessments • Experience providing individualized instruction based on unique needs of each student • Experience serving student populations with similarly diverse backgrounds • Bilingual and/or CLAD credential or valid English Learner authorization preferred • Master's Degree in Education preferred, Bachelor's degree required 	<p>participate in IEP, Section 504, and Student Success Team meetings, as appropriate.</p> <ul style="list-style-type: none"> • Administer group tests in accordance with SCOE and school testing programs; assess test results; identify student needs and provide appropriate instructional activities. • Develop goals and prepare and implement specific objectives for class in alignment with the five pillars of CCCA • Communicate with parents and students regarding the educational and social progress of students; continuously identify and communicate areas for improvement. • Supervise students; enforce school rules, regulations, policies and procedures in a fair a judicial manner; recommend disciplinary actions, as necessary. • Participate in weekly staff meetings and the yearly Professional Inquiry Process
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The Charter School believes that teachers should be reflective practitioners who are willing to critically evaluate their own practice. 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 two and every year after, teachers will collaboratively strengthen their teaching practice through a professional inquiry process taking the form of a Professional Learning Communities. 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 Partnership documents that will be used by staff are attached in Appendix P.

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 I and will include, at minimum, pre-service 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 that 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 that the early college experience is seamless and well-executed. Moreover, the counseling staff supports students and families with development of each student’s four-year plan and exploration of post-secondary 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, will be active participants in Student Success Teams.

Position	Certification	Qualifications	Responsibilities
Counselor	Yes	<ul style="list-style-type: none"> • At least 3 years of experience working with and/or teaching a diverse student population • Experience with college and career counseling and navigating higher education • Experience with the financial aid and scholarship process • Experience developing strong partnerships with local and national organizations and entities to support students in their pursuit of college and career opportunities • Administrative, Pupil Personnel Services, or related college counseling certification preferred 	<ul style="list-style-type: none"> • Develop, implement and evaluate schoolwide guidance system that supports students with their academic, career, and personal development goals • Lead the development, implementation, and evaluation of advisory curriculum • Support staff and students with the implementation of work experience education • Support the implementation of schoolwide MTSS program • Provide consultation and training for staff with a particular emphasis on the social

			<p>and emotional needs of a diverse student body</p> <ul style="list-style-type: none"> • Counsels small groups and individual students with problems • Conducts counseling activities in the classroom in conjunction with administration and teachers. • Respond to crisis situations when appropriate • Develop, facilitate, and evaluate family information meetings, as directed • Direct the registration and scheduling of students • Assist individual students with financial aid scholarship applications
Education Specialist	Yes	<ul style="list-style-type: none"> • At least 3 years of successful special education teaching experience • Track record of success with the provision of individualized support to students and families with unique learning needs • Experience overseeing a full caseload of students with exceptionalities including facilitation of IEP meetings, administering assessments, creating individual goals, modifying assignments 	<ul style="list-style-type: none"> • Develop, implement, and evaluate schoolwide special education protocols • Support the identification and evaluation of all students with disabilities and ensure that the students receive appropriate services • Provide consultation and training to instructional staff to ensure they are able to meet the unique needs of exceptional students • Manage relationships with external service

		and tracking and reporting progress <ul style="list-style-type: none"> • Experience managing relationships with external service providers • Exceptional communication and organizational skills • Master's Degree in education or special education 	providers in special education <ul style="list-style-type: none"> • Support the Executive Director with special education reporting and the development of the annual budget to reflect special education-specific costs and revenue
Paraprofessional	No	<ul style="list-style-type: none"> • At least one year of experience in a similar position or serving a similar population of students • Fluency in Spanish, preferred • High school diploma required; AA degree or equivalent preferred 	<ul style="list-style-type: none"> • Directly supports students under the supervision of a certified teacher • Communicates frequently with the lead teacher to maximize effectiveness • Supports lead teacher with classroom procedures and other responsibilities as assigned

Non-instructional Support Staff

The Charter School may hire and retain non-credentialed school support staff provided that 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 towards established goals. All non-instructional support must have a high school diploma and at least two years of higher education is preferred.

Position	Certification	Qualifications	Responsibilities
Administrative Assistant	No	<ul style="list-style-type: none"> • At least 2 years of experience working in a similar, fast-paced, externally-facing role • Friendly and welcoming disposition 	<ul style="list-style-type: none"> • Acts as secretary/administrative assistant to the Executive Director performing a wide variety of complex clerical and secretarial duties • Processes documents such as purchase orders, bank deposits, appropriation and expenditure transfers

		<ul style="list-style-type: none"> • Attention to detail and exceptional organizational skills • Comfortable working with technology • Experience with working with diverse stakeholders; fluency in Spanish preferred • Understanding of FERPA and ability to handle confidential material appropriately • Experience with grant writing and/or budget management preferred • High school diploma required, at least 2 years of higher education preferred 	<ul style="list-style-type: none"> • Assists in school site budget development and monitoring • Helps with snack bar purchases and fundraisers as needed • Code and turn in monthly time sheets • Arrange substitutes as needed • Inputs bell schedules and update marquee weekly • Ensures that Workers Compensation and accident/incident forms are filled out when needed • Attends monthly staff and leadership meetings • Updates school calendar and daily bulletin • Acts as a receptionist to screen visitors and phone calls for Executive Director • Maintains routine and confidential files and appointment schedule for Executive Director, setting up and arranging meetings and conferences • 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 • Process, reviews, and verifies various forms, reports, records, and other material for accuracy, completeness, and conformity with established standards • Composes and types correspondence, memos, and/or reports on own initiative, from marginal notes,
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			<p>or from oral and written directions.</p> <ul style="list-style-type: none"> • Types a variety of materials from clear draft, hand-written copy, notes, and verbal direction including memos, correspondence, reports, purchase orders, forms, cards, and records • Distributes materials and information to teachers, students, and other staff members and ensures timely responses • Ensures supplies are ordered, stocked, and distributed to staff • Performs basic first aid/CPR and assists with student health monitoring. (CCCA will not hold employee liable as referenced in Govt. Code 820.2 & 825) • Maintain site building use and facilities calendar.
Custodian	No	<ul style="list-style-type: none"> • At least 2 years of experience managing a similarly-sized facility, preferably a high-traffic facility like a school • Experience working with a defined budget to purchase necessary supplies • Experience evaluating and selecting vendors • Experience managing contracted staff is preferable 	<ul style="list-style-type: none"> • Sweeps, vacuums, scrubs, mops, strips, waxes, and polishes floors. • Washes windows, counters, and walls. • Vacuums rugs and carpets. • Washes walkways and eating areas. Cleans drinking fountains. • Performs a variety of dusting duties. • Performs minor maintenance repairs to buildings and fixtures • Empties and cleans waste receptacles. • Moves furniture and equipment. Sets up meeting rooms, classrooms, and other

		<ul style="list-style-type: none"> • Comfortable using technology for reporting and tracking of key metrics • Possess valid CA drivers license and minimum insurance 	<p>school facilities for special meetings and events.</p> <ul style="list-style-type: none"> • Picks up and delivers school supplies, furniture, or equipment. • Maintains various custodial supplies and equipment used in the course of work. • Checks doors, windows, and assigned areas for vandalism. Reports safety, sanitary, and fire hazards. • Deactivates/activates site alarm(s). Turns lights on and off. Unlocks and locks doors and gates. Raises and lowers flags.
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Element Seven – 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

Capital College & Career Academy shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

In order 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:

- child abuse reporting procedures
- routine and emergency disaster procedures
- 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
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35921.5, 47605, and 47605.6.
- 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. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon authorizer request.

Staff Training

The Charter School shall ensure that 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

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

The Charter School shall comply with all applicable federal and state laws regarding background checks and clearance of all personnel, including the 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 the maintenance and disclosure of employee records, including the designation and maintenance at all of times of at least one Custodian of Records duly authorized by the California Department of Justice.

Employees, volunteers, and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

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 that 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 non-certificated 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 six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the 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 four 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

The Charter School 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 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 fifth 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 & 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 utilizing facilities that are 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 that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. 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 Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School 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 anti-discrimination and harassment policies.

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

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated 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 schoolday.

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 Eight – 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 that 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 2020-21				
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, English Learner, and Special Education 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:

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.

- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School is committed to ensuring that 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 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). The Charter School is committed to achieving a racial, ethnic, English Learner, and Special Education pupil balance, and the Charter School's outreach and recruitment efforts described above will support this.

CCCA has created enrollment preferences specifically for students eligible for free and reduced-price lunch and first-generation college students. Our broad recruitment efforts will attract diverse applicants; these preferences will ensure that students who will likely benefit most 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 Q. 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. Fundraising efforts focused on raising an initial \$30,000 to address our year one budget deficit. All initial donors were recognized as "founders" who were included on phase two promotional materials.

The second phase of fundraising and community outreach focused on addressing the school's year one budget deficit and 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.

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 school officially launched its concept through a number of virtual after school events with the Girl Scouts Heart of Central California. In addition to the three one hour long after-school events the team is also running a week-long construction focused summer camp through the Girl Scouts. These events were shared with every elementary and middle school principals in Twin Rivers, San Juan Sacramento City, and Elk Grove Unified School Districts.

CCCA is actively recruiting students from across Sacramento for enrollment in 2022. We have held successful information and recruitment events throughout the county and will continue to actively recruit a diverse student body for enrolment in 2022. Below, please find a snapshot of our executed and planned community engagement sessions.

Month/Date	Event/Community Location
3/11/2021	<ul style="list-style-type: none"> • (Girl Scouts Heart of Central California) Capital College & Career Academy Interactive Bridge Design Contest/ Virtual
4/8/2021	<ul style="list-style-type: none"> • (Girl Scouts Heart of Central California) Women in Construction Industry Panel with CCCA/ Virtual
4/24/2021	<ul style="list-style-type: none"> • Family Informational Series/ Virtual
5/6/2021	<ul style="list-style-type: none"> • (Girl Scouts Heart of Central California) Tower Building Challenge with CCCA/ Virtual
5/8/2021	<ul style="list-style-type: none"> • Family Informational Series/ Virtual
5/22/2021	<ul style="list-style-type: none"> • Family Informational Series/ Virtual
6/5/2021	<ul style="list-style-type: none"> • Family Informational Series/ Virtual

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 at least the fall of 2021. Moreover, CCCA was a 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 one of only 15 applications chosen to receive grant funding through the City Youth Development Fund.

Element Nine – 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 and 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 Ten – 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 that is consistent with all of the following:

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a 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)).

Capital College & Career Academy believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide 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 that 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 that 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 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:

Multi-tiered 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 takes into account not just academic or behavioral needs, but also the impact of environment on these needs.

Restorative Practices (“RP”): RP 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. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning: Our approach to Social and Emotional Learning is to create positive school climate and culture and 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 is receiving 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:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

For any student subject to discipline under this section, the Executive Director or a 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 that suspension be 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 utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

- Family Conference
- Personal Reflection
- Development of a positive behavior support plan with tiered interventions and regular reports
- Detention
- Restorative conversations, circles and conferences
- School and/or community service
- Adult-Student Relationship Building through specifically planned activities
- Referral for assessment
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- 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 school-wide 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 utilize our online learning program to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. CCCA will regularly produce and analyze data reports that will allow administrators, counseling staff, and teachers to identify behavioral data trends. Some examples include, but are not limited to:

- Frequent behavior incidents by type
- Suspension rates for students
- 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 in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures

for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* 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. The 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 on 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.

The Charter School 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 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 that 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 the 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 less than five (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 utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, 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 grade point average, incomplete or missing assignments, poor attendance, and discipline issues that do not meet the Charter School's criteria for expulsion.

A. Grounds for Suspension and Expulsion

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

limited to:

- a. while on school, community college, or job site grounds;
- b. while going to or coming from school, community college, or job site;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school sponsored activity.

B. 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 pupil 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 five 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.

C. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Willfully used force or violence upon the person of another, except in self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or any intoxicant of any kind.
- d. 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.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property which includes but is not limited to supplies, material goods, facilities, electronic files and databases.
- g. 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).
- h. 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.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. 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.
- l. Knowingly received stolen school property or private property which includes but is not limited to, supplies, material goods, facilities, electronic files and databases.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. 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.
- q. 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.
- r. 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.
- s. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in Education Code Section 233(e).
 - t. 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.
 - u. 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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the 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
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of having one or more of the effects as listed above).
 - (b) 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).

- (c) 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.

iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (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.
- (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (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.

- v. 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).
- w. 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.

2. Non-Discretionary Suspension Offenses: Students shall be suspended and recommended for expulsion when it is determined pursuant to the procedures below, that the student:

- a. 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.

- b. Brandished (e.g., display in threatening manner) a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b. 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.
- c. 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.
- d. Committed or attempted to commit robbery or extortion.
- e. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- f. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- g. 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.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j. Knowingly received stolen school property or private property which includes but is not limited to, supplies, material goods, facilities, electronic files and databases.
- k. 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.
- l. 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.

- m. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n. 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.
- o. 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.
- p. 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.
- q. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in Education Code Section 233(e).
- r. 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.
- s. 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:

- i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the 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:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of having one or more of the effects as listed above).
 - b) 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).
 - c) 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.
 - iii. An act of cyber sexual bullying.
 - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs

- (i) to (iv), inclusive, of paragraph (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.
 - b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (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.
- t. 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).
- u. 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.
- v. Robbery or extortion.
- w. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

4. Non-Discretionary Expellable Offense

- a. 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.
- b. Brandished (e.g., display in threatening manner) a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in 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 3 ½ inches; (d) a folding knife with a blade that locks into place; or (e) a razor

with an unguarded blade.

The term “firearm” means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (a) bomb; (b) grenade; (c) rocket having a propellant charge of more than four ounces; (d) missile having an explosive or incendiary charge of more than one-quarter ounce; (e) mine; or (f) device similar to any of the devices described in the definitions of “firearm” or “knife.”

The term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

D. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. 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 that 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 two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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.

2. 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian 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: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally

prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. 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 (3) 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.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student as well as his/her parent or guardian at least ten (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: 1) date and place of the expulsion hearing; 2) statement of the specific facts, charges and offenses upon which the proposed expulsion is based; 3) CCCA student handbook and disciplinary rules; 4) 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; 5) opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor; 6) right to inspect and obtain copies of all documents to be used at the hearing; 7) opportunity to confront and question all witnesses who testify at the hearing; 8) opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by 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.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. If one or both of the 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.

- h. 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.
- i. 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.
- j. 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.

H. Record of Hearing

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

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the

charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

J. 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 ten (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 one (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.

K. 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.

L. 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.

M. 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.

N. 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.

O. 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 one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

P. 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.

Q. 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.

R. 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, as long as 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 ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

4. Procedural Safeguards/Manifest Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the 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:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- 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:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- b. If a behavioral intervention plan has 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
- c. 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 that 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 utilize 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 forty-five (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 that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or CCCA may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a

disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 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;
- 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
- 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 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:

- 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 school's administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.

- 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 (3) 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 to not be eligible.

Element Eleven – 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 Capital College & Career Academy 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 non-certified 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 that 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 periodically evaluates the feasibility and appeal to candidates of offering a 403(b) in lieu of STRS/PERS membership. The Executive Director shall be responsible for arranging retirement benefits.

Element Twelve – 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 that 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 that 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 that 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. In the event that the County Board of Education believes that 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 that 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 five business days from receipt of the written dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the 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 sixty 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 Thirteen – Admission Policies and Procedures

“Admission policies 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 records²¹

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. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of 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 school’s website and at the 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 9th or 10th grade in the following school year.
3. Following the open enrollment period each year, applications shall be counted to determine if the school has received more applications than availability. In the event that 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 in order to participate or secure a spot.

²¹ 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.

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.
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 one 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 wait list carry over to the following school year.
7. Every effort will be made to contact the parents and ensure that 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 one 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 utilize 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.

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

- 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 9th grade.
- All lotteries shall take place on the same day and at the same location.
- 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.
- 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.
- If there are more students in a preference category than there are spaces available, names from that preference category will be drawn at random.
- 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.
- Upon being drawn, student names will be read aloud twice and recorded in chronological order.
- The recording of names and results will be conducted by an uninterested third party different from the individual who conducted the lottery.
- 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 that 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 Fourteen – 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) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element Fifteen – 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 Board may specify, and any other rights upon leaving employment to work in the Charter School that the County Board 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 Sixteen – 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).)

In the event that 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 utilized 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 manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the 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 that is responsible for providing education services so that 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. In the event that 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 any and 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 six 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 non-profit 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 non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize 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 R, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

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 first 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 School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of SCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from 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 engaged Charter Impact to provide administrative support.

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 non-profit 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 non-profit 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 into 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.