

California College, Career & Technical Education Center, Inc



A California Public Charter School
A California Nonprofit Public Benefit Corporation

California State Board of Education
1430 N Street, Suite #5111
Sacramento, CA 95814

February 5, 2010

To Whom It May Concern:

Enclosed is our petition seeking the approval of the California College, Career & Technical Education Center (CCCTEC) 9-12 High School within the county of Yolo, CA. This petition was originally presented for approval on September 30, 2009 to the Washington Unified School District. On Monday, November 30, 2009, Washington Unified School District's Board of Trustees denied our petition. Pursuant to Education Code Section 47605 (j)(1), the Petition was then submitted on appeal to the Yolo County School Board of Education on December 1, 2009. Subsequently on January 25, 2010, the YCBOE voted to deny the appeal of the CCCTEC Petition. CCCTEC respectfully disagrees with the decision of both the Washington Unified School District's Board of Trustees and the Yolo County Board of Education therefore we are appealing our Petition for a 9-12 Charter High School to the California State Board of Education pursuant to Education Code Section 47605 (j)(1)(2).

By approving this charter the California State Board of Education will be fulfilling the intent of the California Legislature pursuant to Education Code Section 47601: *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

This petition is for CCCTEC's college, career and technical education focused 9-12 Charter High School. The focus of CCCTEC is to address the career and technical education needs of the students of West Sacramento. Our focus on CTE is a result of watching years of career technical education courses being systematically stripped of their equipment, course offerings, faculty and ultimately facilities due to both the reduction in Proposition 98 funding and a lack of understanding of the importance of CTE course work for many students to succeed. In addition, Regional Occupational Program (ROP) participation has plummeted over the last four years. Even the original facilities plan for the new high school located in the Washington Unified School District, which called for a full spectrum of shop / CTE classes to be built, were changed and resulted in a beautiful, new high school facility without one shop dedicated to career technical education.

As you will see from the data in the petition, the students who will benefit the most from the curriculum offered by CCCTEC are the socially disadvantaged, EL students, and minority students. Data from the WUSD year over year has shown a marked increase from 14.1% in 2005 to 27.1% in 2008 in Latino students alone who dropout from the district while other minority students don't fare as well either. Additional data shows that since 2004, the WUSD 4-year derived dropout rate has actually increased from 15% to over 23% for all students which is higher than Yolo County's and the State of California's rate. Even with the increase in a-g offerings, the WUSD is still far behind Yolo County's and the State of California's total of UC/CSU required courses completed.

Both secondary schools in the WUSD are in program improvement (PI) as well as the entire District. Due to their PI status, students in the high schools qualify for the school choice option under No Child Left Behind. However, the WUSD has not provided an opportunity for choice to these students as identified on the WUSD website: *“*A non-program improvement school is not currently available at these schools’ grade levels within the district. Neighboring districts are not currently accepting transfers on choice.”*

As a result, the WUSD has been large numbers of parents exercising choice by transferring their children to schools out of the district or enrolling their students in charter schools which are contiguous with Yolo County including an independent charter school within West Sacramento.

CCCTEC hopes to bring students back to the community they live in and where many of their parents/guardians work. We are focused on serving all students with a strong purpose of serving those students who are at risk of dropping out, are credit deficient, students who want school choice within their local community, who desire a career technical education, and/or desire college readiness linked to a career technical education.

CCCTEC is committed to strong Career Technical Education with its five career academies which link college readiness to a first class 21st Century education. CCCTEC is for students and parents who want to experience the work world in a safe, drug free school while getting the education and skills that prepare them for a meaningful future.

CCCTEC pledges to work cooperatively with the California State Board of Education to answer any concerns over this document and to present the Board with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605. In the unlikely event you feel our petition is missing information, which would cause hesitation or, worse yet, denial, please provide us the professional courtesy to respond and address your concerns and/or modify the petition.

I will be your contact throughout this process and I welcome the opportunity to work with you to secure a financially and academically sound charter school in West Sacramento. I can be reached by email at paul@ccctec.org or phone at 916-209-8135.

Thank You in advance for your consideration of the CCCTEC petition.

Paul Preston, MEA
Executive Director
California College, Career & Technical Education Center

California College, Career & Technical Education Center 930 Jefferson Blvd, Suite 40, West Sacramento, CA 95691, www.ccctec.org

California College, Career & Technical Education Center

CCCTEC

A California Public Charter School



For Submission to the

State

of

California

Department of Education

State Board of Education

Sacramento, California

January 26, 2010

Paul Preston, MEA

Executive Director

California College, Career & Technical Education Center

A California Nonprofit Public Benefit Corporation

California College, Career & Technical Education Center

Table of Contents

Table of Contents for Legal Requirements	p.4
Charter School Intent and Charter and Requirements	p.5
Affirmations	p.6
Introduction	p.8
I. Founding Group	p.10
II. Educational Philosophy and Program	p.16
A. Mission	p.16
B. Educational Philosophy	p.16
C. How Learning Best Occurs	p.17
D. High School Program	p.18
E. Students to Be Served	p.19
F. Curriculum and Instructional Design	p.26
G. Plan for Students who are Academically Low Achieving	p.36
H. Plan for Students who are Academically High Achieving	p.37
I. Plan for English Learners	p.38
J. Plan for Special Education, Section 504/Students with Disabilities	p.39
III. Measurable Student Outcomes and Other Uses of Data	p.41
A. Measurable Student Outcomes	p.41
B. Methods of Assessment	p.42
C. Use and Reporting of Data	p.45
IV. Governance Structure	p.47
V. Human Resources	p.50
A. Qualifications of School Employees	p.50
B. Compensation and Benefits	p.52
C. Employee Representation	p.53
D. Rights of School District Employees	p.53
E. Health and Safety	p.53
F. Dispute Resolution	p.55

California College, Career & Technical Education Center Charter Petition | **2010**

VI. Student Admissions, Attendance, and Suspension/Expulsion Policies	p.55
A. Student Admission Policies and Procedures	p.56
B. Means to Achieve Racial & Ethnic Balance	p.57
C. Public School Attendance Alternatives	p.58
D. Suspension/Expulsion Procedures	p.58
VII. Financial Planning, Reporting, and Accountability	p.65
A. Budgets	p.65
B. Financial Reporting	p.65
C. Insurance	p.66
D. Administrative Services	p.66
E. Facilities	p.67
F. Transportation	p.68
G. Audits	p.68
H. Closure Protocol	p.69
I. Impact on the Charter Authorizer	p.70
Conclusion	p.71
Appendix	p.72
Attachment 1: Signatures	p.72
Attachment 2: Organization Incorporation and Bylaws	p.74
Attachment 3: River City High School API, AYP, STAR Data	p.83
Attachment 4: Flow Chart, Sample Curriculum, Graduation Requirements, Hub	p.91
Attachment 5: Budget	p.96
Attachment 6: Local Board Adopted Standards-Based Textbook Lists.	P.99
Attachment 7: Instructional Phase Plan, Calendar, Class Schedules	p.101
Attachment 8: Works Cited	p.106
Attachment 9: Future Paths, Four-Year Plan Form, Personal Learning Plan	p.119
Attachment 10: Interest Letter El Dorado SELPA, Section 504 / Disabilities	p.127
Attachment 11: WUSD Facts, AYP, API, Schools in (PI) Program Improvement	p.130
Attachment 12: Advisory Board	p.134

TABLE OF CONTENTS OF LEGAL REQUIREMENTS

This charter has been created in the format encouraged by the California State Board of Education in its adopted ~~Model Application for Charter Schools~~ (Appendix A) and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this ~~Table of Contents of Legal Requirements~~ is presented to assist the Reviewer in establishing that all requirements of law have been met.

1. Affirmations/Assurances	p. 6
2. The Educational Program	p.16
3. Measurable Pupil Outcomes	p. 41
4. Methods to Assess Pupil Progress towards Meeting Outcomes	p. 42
5. Governance Structure of School	p. 47
6. Employee Qualifications	p. 50
7. Health and Safety Procedures	p. 53
8. Means to Achieve Racial/Ethnic Balance Reflective of District	p. 57
9. Admissions Requirements	p. 55
10. Independent Financial Audit	p. 68
11. Pupil Suspension and Expulsion	p. 58
12. Retirement System	p. 52
13. Attendance Alternatives	p. 58
14. Employee Rights to Return	p. 53
15. Dispute Resolution	p. 55
16. Labor Relations	p. 53
17. School Closure	p. 69

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS

As the authorized lead petitioner, I, Robert Paul Preston, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named **California College, Career & Technical Education Center, Charter (here in referred to CCCTEC Charter)** to be located within the boundaries of the **Yolo County, California** is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the **CCCTEC Charter** for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the **CCCTEC Charter**, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

California College, Career & Technical Education Center Charter Petition | **2010**

- Shall at all times maintain all necessary and appropriate insurance coverage. • 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)
- 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the **CCCTEC Charter** including but not limited to:
- The **CCCTEC Charter** shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The **CCCTEC Charter** shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The **CCCTEC Charter** shall comply with any jurisdictional limitations to locations of its facilities.
- The **CCCTEC Charter** shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The **CCCTEC Charter** shall comply with all applicable portions of the No Child Left Behind Act.
- The **CCCTEC Charter** shall comply with the Public Records Act.
- The **CCCTEC Charter** shall comply with the Family Educational Rights and Privacy Act.
- The **CCCTEC Charter** shall meet or exceed the legally required minimum of school days.

Robert Paul Preston, Lead Petitioner

Date

INTRODUCTION

With the advent of No Child Left Behind and the increasing focus on school quality and standards-based assessment, the challenge for schools to demonstrate increased student learning continues to grow. Schools throughout California and beyond, face increasing pressure to meet AYP and to stay out of "program improvement," (PI) at the same time trying to do what's best for ALL students. While the Washington Unified School District (WUSD) works to improve student results there is considerable work to be done. In order to reach every student, WUSD must offer more choice to students and parents in meeting the needs of the diverse population of West Sacramento. WUSD information to parents and the community for 2009-2010 school year shows that both River City High School and Yolo Continuation High Schools are in Program Improvement and as such all students in those school qualify for the school choice option. However WUSD does not offer another school of choice for these students. In fact the WUSD's position is stated: ***"*A non-program improvement school is not currently available at these schools' grade levels within the district. Neighboring districts are not currently accepting transfers on choice."*** From Washington Unified School District —NCB School Choice' page 132 *See Attachment 8*

California College, Career and Technical Education Center (CCCTEC) was founded to meet the needs of these students and wants to be a partner with the Washington Unified School District in providing that choice. CCCTEC looks forward to working with the Washington Unified School District and all the parents, educators and community of West Sacramento to improve the educational futures of all students.

CCCTEC also looks forward to working with the Yolo County Office of Education which has a rich and distinguished tradition among County Offices of Education in the State of California. Established in 1852 in California's Central Valley the Yolo County Office of Education is a professional 21st Century learning organization. A pioneer in educating students of diverse needs, YCOE is lead by the first Hispanic County Superintendent to be elected in California and is the only County Superintendent in California today elected to three consecutive terms in office. Today the YCOE features a dedicated highly qualified staff of professionals focused on what is best for all students regardless of their ethnic backgrounds. The California College Career and Technical Education Center is anxious to work with the staff of YCOE, the school districts, communities, parents and students of Yolo County.

The California College, Career and Technical Education Center (CCCTEC) is a California nonprofit public benefit Corporation comprised of three charter schools a 9-12 high school, an independent study school and adult education school. All three schools are blended with five career academies for all students who embrace the school's mission to participate in a rigorous college preparatory culture of learning or for those who need to complete their high school education and pursue a career pathway.

While CCCTEC Charter 9-12 high school will start with a ninth through twelfth grade program, it envisions the possibility of expanding into the lower grades. Therefore, this charter proposes a school permitting all grades. CCCTEC Charter estimates that its high school will enroll between 400 and 800 students. And, while CCCTEC Charter envisions itself as a school of daily attendance, this charter also sanctions the possibility of independent study and home schooling as a conceivable adjunct to its regular program.

California College, Career & Technical Education Center Charter Petition | 2010

CCCTEC takes all students who desire to improve their lives while getting a world class education that allows each student to graduate from high school college-ready and prepared for a career pathway. CCCTEC will prepare, support and motivate all students, especially underprivileged underrepresented groups, to pursue careers at all levels of science, technology, service, commerce, engineering, and mathematics by providing a rigorous, standards-based, educational program designed to support the academic success of all learners.

The charter will improve learning for the targeted population by providing a safe, supportive, drug free school environment with small class sizes and numerous opportunities for individual attention. The school's focus on academics, building the foundation skills to succeed in rigorous courses, emphasis on mastery learning as well as student active engagement in the learning process, will lead to a culture of success in school that will be linked to personal success in life.

In March 2009 the Comprehensive Economic Development Strategy (CEDS) for 2009-2014 Study prepared by the Yolo County Comprehensive Economic Development Strategy Committee made the following statement regarding the educational environment and the need for an educated workforce in Yolo County:

“Workforce Development and Education ***See Attachment 11***
Workforce development is critical to the success of the other aspects of economic development. As touched upon in some city discussions, workforce and education are continuously problematic, and seem not to be improving. There are structural issues which sometimes interfere with the potential of educational institutions to meet workforce needs. These include the need for speed in curricular development, the lack of specific funding for career technical education, and inadequate connections between K-12, colleges and universities. Yolo County, its cities, and its education and employment services entities must develop innovative approaches which break with the practices of the past.” ***Page 34***

The Comprehensive Economic Development Strategy (CEDS) for 2009-2014 Study also found:

“Over 300 youth drop out of high school each year, with dropout rates highest in West Sacramento and Woodland. Davis High School sends a remarkable 75.9% of its graduates to college each year;”

Meeting the needs of students in the 21st Century will be a challenging effort. CCCTEC is designed to not only meet the needs of students who have been challenged by forces beyond their control but is designed as well for those students who desire a rigorous college ready curriculum who want to become workforce ready following graduation. It's recognized that one of the major needs for a challenging 21st Century work force is an innovative and creative school design which fits the needs of County of Yolo. CCCTEC will provide the necessary infrastructure, support and learning environment to *support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school* within school districts in Yolo County who are unable to provide such support. CCCTEC with its three schools and five academies approach to college and workforce readiness fits that need.

Thank you for your consideration.

The Petitioners for the California College, Career and Technical Education Center.

I. FOUNDING GROUP

Explain the circumstances that brought the founding group together to form this charter.

A. CONTEXT

A 2004 joint study by California State University and the California Department of Education found that 75% of high school juniors could not read or write well enough for college-level work. 284,576 students graduated from California high schools and did not meet *eligibility* requirements for the UC/CSU system. Statewide college persistence statistics are even more discouraging: 50% of all students who enroll at one of California's Community Colleges fail to complete their first year; 25% of students at four-year universities in California drop out after just their first year. A recent report from the Public Policy Institute of California indicates that fewer than 1 in 10 students who enter to achieve an associate's degree graduate with one. Worse, only a quarter of the students who concentrate on taking courses to transfer to four-year schools eventually do so.

B. VISION AND INSPIRATION

—The vision of CCCTEC is to give all students the experience of a quality educational environment dedicated to developing lifelong learners who are prepared to participate creatively and productively in shaping the future. CCCTEC will eliminate the "college readiness gap" by improving the quality of college-readiness instruction and increasing the capacity of schools to enroll more students in college/career-preparatory classes.

CCCTEC was inspired by the success of Venture Academy of the San Joaquin County Office of Education in Stockton, CA and Summit Preparatory Charter School of Summit Institute in Redwood City, CA both nationally recognized college and career preparatory charter schools. CCCTEC believes all students can learn successfully at high levels and we recognize the growing need to help prepare students for success in higher education and the ever challenging opportunities in the career world.

CCCTEC CORE VALUES

At CCCTEC all staff, students, and parents are encouraged to participate in a school culture that promotes our core values:

1. When the entire school community is **ACTIVELY INVOLVED** in learning, students become successful. All students interact with the content of their courses, reflect on their learning, and make decisions about what to learn.
2. All **PATHWAYS** to success in the adult world need to be defined and visible. All students will have a pathway - a plan for success with a clear set of achievable goals to successfully transition into the adult world.
3. **SUCCESS** is the only option. A sense of success leads to more success. Success in school leads to success in life and successful choices as an adult. Success in school is attaining the goals students set for themselves on their personal learning plans.
4. **EXCELLENCE** is a way of being in which everyone works together to make **CCCTEC Charter** a great school for every student. Students take pride in their achievements, the achievements of others, and the achievements of the school.
5. **OPTIMISM** about school success, personal life, and career success is the attitude all students adopt. Students see that certain attitudes—frames of mind—lead to success while others have a negative impact. Furthermore, the way students talk to and treat each other is important to personal success and helps everyone achieve their own goals.

The founders, governing board of directors and advisory board of the CCCTEC bring skills and experience from business, charter school development and education to the challenge of expanding high quality charter schools in California. Resumes of key founders are included in the Appendix. The following is a brief biographical description of the founders.

C. FOUNDERS

Paul Preston

CCCTEC is lead by Paul Preston, MEA, as the Executive Director. Paul Preston has served as the Principal of the Yolo Education Center in West Sacramento, CA, a school for ~~at~~ 'at risk' students' for the past three years. The Yolo Education Center in the Washington Unified School District was comprised of four schools, Yolo Continuation High School, Yolo Opportunity School, Washington Adult School and the West Sacramento School for Independent Study. As Principal, Paul was responsible for increased enrollment, graduation rates, CAHSEE pass rates and a successful three year term (with a three year review to get a six year term) Western Association of Schools and Colleges (WASC) Accreditation in 2009. During the 2007-2008 school year the Washington Adult School had the highest percentage gain in average daily attendance of any adult education program in the State of California with enrollment going from over 100 students to over 600 students in three years.

A 36-year educator in the State of California, Paul started his teaching career in Southern California as a high school science teacher, Science Department Chair and coach. In 1984 Paul was selected to chair the Victor Valley Union High School Districts —Curriculum Alignment' Committee which was set up to align the District's curriculum with California State Standards utilizing student and teacher performance data. The final document from the Committee, which took two years to produce, was one of the first of its kind in California and preceded the current standards movement which today is universally accepted. Paul has organized and served on several non-profit boards and served in a variety of administrative positions that have given him experiences in curriculum development, master scheduling, student discipline, truancy and substance abuse intervention to mention a few.

Paul has a Bachelor of Science degree from California State University, Fullerton, Life Teaching Credential and Master's degree in Educational Administration from California State University, San Bernardino along with an Administrative Services Credential.

Steve McPherson

Steve McPherson has been involved in public education, counseling, teaching, coaching, business and law enforcement for over 30 years. Steve's primary focus has been in the area of working with ~~at~~ 'at risk' teens around truancy, gangs, drugs, and the juvenile justice system. Twenty years ago Steve founded Peak Performance, a sports company serving whole families individuals and teams. Peak Performance has provided a forum for scholarships, teaching and guiding for the ~~at~~ 'at risk' population. Steve's formal education in criminal justice, corrections, psychology, gangs drugs and family counseling have culminated in a broad range of experiences working with local police departments, social services, sheriffs and the Yolo County District Attorney's Office. Steve's unique blend of experiences has served him well for the last 12 years in his position in the Washington Unified School District as an outreach counselor, and truancy officer. Steve McPherson works closely with the Sacramento Job Corp, Yolo County probation, Yolo County Gang Task Force, and the Yolo County Drug Court. Steve's hands on work with the diverse families of Yolo County is a life long pursuit. Steve attended the University of California at

Berkley and has a Bachelors of Arts degree in criminal justice from the University of Nevada at Reno.

Ron Pina

Ron was employed as Instructor and Program Specialist for Washington Unified School District in West Sacramento, California from 1977 through 2007. During the last 14 years of his career in West Sacramento, Ron served as a program specialist and Career and Technical Education Coordinator responsible as Director of the River City High School Engineering Academy, the District ROP and management of the Carl Perkins Vocational Education Grant. He also taught and was the Work Experience Coordinator for over 50 students each semester. He also served for six years as a board member of the West Sacramento Chamber of Commerce and on the board of Project LEED (Linking Education and Economic Development) in Sacramento, California. Previous to his work in CTE, he taught United States Government/Economics curriculum at River City High School and served as Senior Advisor and assistant Activity Director from 1984 until 1994. From 1977 through 1984, Ron was the district multicultural specialist and a social studies instructor at the High School.

Currently, Ron is working part time as a Career Counselor for Einstein Education Center in Woodland; Co-coordinator of Sacramento Office of Education (SCOE) Regional Occupational Programs (ROP) Self-Study for Western Association of Schools and Colleges (WASC); Supervisor of Interns for Project Pipeline, Sacramento office; and Chair of Yolo County Youth Council/Workforce Investment Board.

David Kopperud

David Kopperud is an educator with 30 years of experience as a teacher, principal, coordinator of child welfare and attendance, director of personnel and student services, and education programs consultant at the California Department of Education. During those years he has had a passion for implementing programs that garner the support many students need to stay in school and regain access to education. In Hemet Unified, Washington Unified, and Fontana Unified, he chaired the local school attendance review board (SARB). The challenge of a SARB is to identify and link youths with school attendance or behavior problems and their families to all appropriate school and community resources, including alternative educational options. Currently David is the chairperson for the State School Attendance Review Board which provides the State Superintendent of Public with annual recommendations on dropout prevention, prepares and disseminates a handbook regarding effective practice to improve pupil attendance, and recognizes districts in the state which have developed model SARB programs to meet the special needs of students with persistent school attendance or school behavior problems.

Staci Anderson

Staci Anderson has more than 20 years experience working in the non-profit industry with a focus on healthcare and substance abuse prevention. She is the executive director of People Reaching Out (PRO) and is responsible for the implementation of drug, alcohol and violence prevention programs in six school districts in the Sacramento region. In her role, she is also oversees the organization's fundraising and community awareness campaigns, as well as managing the agency's operating budget. Under Staci's leadership, People Reaching Out after school programs have grown to 13 school sites, developed a collaborative partnership with nonprofit organizations to create the Valley Hi Community Coalition, expanded counseling services and produced a Parenting for Prevention series for families. Staci has helped People Reaching Out increase direct service hours in youth programs by 99 percent and has seen a 97 percent increase in participation in school programming. Prior to joining People Reaching Out, Staci was the director of a

substance abuse and outreach clinic in Yolo County and spent a number of years working in women's reproductive health in the Bay Area. Staci is actively involved in the prevention community and sits on several boards, including the Youth Development emerge Coalition, California Afterschool Statewide Coalition and the Sacramento Children's Coalition. Staci graduated with a Bachelor of Arts degree in Sociology from Beloit College in Wisconsin. She has a passion for theatre and fine arts and enjoys traveling. Staci lives in Davis, California with her husband and two children.

Jackie Long

Mr. Jackie Long is a 30 year veteran of California Law Enforcement. Mr. Long has 6 years of general street patrol experience and 24 years in narcotic enforcement. Mr. Long has actively investigated clandestine laboratories for 20 years and has testified in many counties in the State of California as an expert in regards to the various manufacturing processes of methamphetamine and other controlled substances, trafficking, possession for sale and sales of various controlled substances, and being under the influence of controlled substances. Mr. Long has provided law enforcement training throughout the United States, Canada, and Mexico. Mr. Long has extensive experience in drug treatment, and has developed an intervention training program that is utilized in 16 different school districts in California and Alaska to identify students who are under the influence of alcohol and drugs. Mr. Long is currently employed as a Special Agent Supervisor with the California Department of Justice, Bureau of Narcotic Enforcement (BNE), and is Commander of the Amador County Combined Narcotic Enforcement Team (ACCNET).

Jack Jenkins

Jack Jenkins has more than 40 years of experience serving youth and adults in various capacities in the States of California, Oregon, and Washington. One of his recent activities has been to help develop a Charter School in San Joaquin County. Mr. Jenkins is active in the community, serving youth as a board member and consultant to several groups. His passion is to be a conduit and resource to youth and adults seeking change and opportunity in their lives. He has developed a Life Skills Coaching business focused on aspiring athletes and their families to achieve a balance in career and character development and positive social skills. He is the proud father of two sons who have had successful careers in professional baseball. He currently serves as a special projects consultant to Venture Academy, a charter school in Stockton, California. Some of Mr. Jenkins' previous experience includes; Director, Career and Technical Education for the San Joaquin County Office of Education; Area Director, Vocational Education, Sacramento County Office of Education , Community College Dean of Students and Director of Admissions; Career Counselor; and University Instructor. He has also worked with the California Youth Authority, Job Corps, Goodwill Industries and has served as a High School and College Baseball Coach. He has successfully written grants and received funds related to School to Career and Cal-works. Mr. Jenkins is experienced in Community, Business and Education Partnerships and developing new and innovative Career Education Programs. He is knowledgeable regarding curriculum development and teacher evaluation and has worked in almost every phase of Education. He is especially equipped to support the development of an innovative Charter School that will serve the diverse youth and adults of our community.

Mary E. Prather

Mary Prather is the Principal of two schools in the Sacramento City Unified School District, the Florin Technology Center and the Old Marshall Adult Education. Mary has been an educator in California for over thirty years where she has served in various administrative capacities in Orange, San Bernardino and Sacramento County schools. Mary's vast experiences include:

overseeing the infrastructure work and the building of five modular classrooms, restrooms, student area, and parking for the new adult school (Florin Technology Education Center) where she brought the project in on-time and on-budget (1.2 million); developing a Construction Trades class for welfare recipients in partnership with Habitat for Humanity; planned, developed, implemented and evaluated programs in English as a Second Language; Adult Basic Education, General Education Development (GED), parent Education and Career & Technical Education; administered multiple WIA contracts for Refugee Services and a One Stop Career Center. She also developed partnerships with UC Davis Medical Center, Sacramento Fire Department, local community based organizations, and several faith based organizations; developing Paramedic and EMT Programs, and a Medical Coding Education Program; increasing ADA from 400 to 1600; implemented Distance Learning for Career and Technical education while expanding the ESL curriculum; developed District plan for welfare reform; administered multiple JTPA/WIA projects including a One Stop Career Center; developed District application to Sacramento County Department of Human Assistance for CalWORKs. Mary has also served as District Administrative Liaison with federal, state, county, and community offices and officials on all matters related to School-to-Work—including, but not limited to, ROP, Carl Perkins, Gender Equity, and county/local consortiums. Mary has a Master of Arts in Vocational Education, California State University, Long Beach and a Bachelors of Arts in Vocational Education, California State University, Long Beach.

In Mary's professional capacities she serves as the Association of California School Administrators (ACSA) Adult Education Council President, 2007-10, Conference Chair, ACSA Adult Education Workshop/State Conference, Region 3 Chair, Adult Education Council (2 second term), Association of California School Administrators (ACSA) Capitol Charter Treasurer (4 years), Workability II State Advisory Committee, California Regional Occupational Centers and Programs, Career Education Leadership Council, Orange County Transit Authority, Chair – ADA Special Needs in Transit Advisory.

John Eldred

John Eldred has served as a teacher at the college and high school levels for over the last thirty five years in the areas of business and industrial management, development of affirmative action and equal opportunity employment opportunity programs. John served for over ten years as the admissions counselor, career counselor and career transitions specialist with the Sacramento Job Corp. John has over one thousand eleven hundred hours working with People Reaching Out providing substance abuse counseling to families, young adults and adolescents. John Eldred possesses a BA from California State University, Long Beach, Certificate in Industrial Relations from University of California, Los Angeles, Certificate in Alcohol and Drug Abuse Studies from the University of California, Davis and a Life Community College Credential in Business and Industrial Relations.

Paul Kolarik

Paul Kolarik is the Chairman of the Affordable Housing Group, a 501 c(3) where he supervises and provides support to individuals and families in need of affordable housing. Paul is also the Vice President of First Northern Bank in West Sacramento, CA. where he's been the Commercial Loan Manager for over 11 years. Paul main objective is to establish a viable California Public School in West Sacramento that will meet the needs of 21st Century learners while providing the necessary environment for students most at risk of dropping out to get back on track towards graduation. Paul has served as the Past President of the West Sacramento Chamber of Commerce

and the past President of the West Sacramento Rotary Club. Paul has a BS in Economics from the University of San Francisco.

Chet Gould

Chet Gould's experience in commercial and educational broadcasting spans a period of more than thirty years. His commercial experience includes on-air talent, sales, and management. Chet also was part owner of an AM/FM station in Texas; he was responsible for putting the FM on the air, which included detailed work with the Federal Communications Commission. Gould also designed —Studio 3', a video production studio in the Bay Area that also housed KTRI FM, one of the first cable radio stations in Northern California.

In August of 2000, Chet changed career paths and became the media teacher at Rio Linda High School. He designed a broadcast facility that included five video production booths, a main television studio and control room, and a low powered FM radio station. Chet was named Teacher Of The Year at Rio Linda High in 2002. Students in the Broadcast Communications program won several first place SEVA awards given by the Sacramento Educational Cable Consortium including —BestDocumentary' in 2004. His educational broadcast experience also includes teaching at Ohlone College in Fremont, California. Chet designed the school's radio station, and the AA degree program for broadcast majors.

Chet Gould received his AA degree from Ohlone College in Fremont and his Bachelor of Arts in Management from St Mary's College of California. He holds a California Vocational Education Credential: Full-Time Subject: Multimedia. Chet also holds a California Community College Lifetime Teaching Credential.

Middleton, Young & Minney, LLP

CCCTEC Charter has retained the legal services of Middleton, Young & Minney, LLP ("MYM"). MYM's sixteen attorneys dedicate their practice exclusively to charter school law. The firm's sixteen attorneys provide legal counsel to over 250 charter schools as well as businesses and organizations providing support services to charter schools within the state. The school's lead counsel, Paul Minney, has been involved in the charter school development process since the adoption of the Charter Schools Act in 1992.

California Charter Schools Association

The California Charter Schools Association (The Association) is the membership and professional organization serving charter schools in California. The California Charter Schools Association advances the charter school movement through state and local advocacy, leadership on quality and extensive resources. The Association is also a trusted source of data and information on California's charter schools for parents, authorizers, legislators, policy analysts, foundations, the press and other interested groups.

D. Timeline

CCCTEC was founded in March of 2009 and filed for and was approved as a California nonprofit Public Benefit Corporation in May 2009. CCCTEC will submit the petition for approval of the CCCTEC Charter Schools 9-12 high school in September of 2009 to the Washington Unified School District.

E. Present State

Currently CCCTEC is refining its educational plan and interim assessment program, working to secure a facility with GRUBB & ELLIS COMMERCIAL REAL ESTATE SERVICES, obtaining additional start-up capital, and recruiting candidates to form the school's leadership team.

CCCTEC is also working with the California Charter Schools Development Center (CSDC) and the California Charter Schools Association (CCSA) as well as the Western Association of Schools and Colleges (WASC) to ensure the school meets all of the required criteria to be considered a "high quality" charter school.

II. EDUCATIONAL PHILOSOPHY, PROGRAM

Charter schools are tasked with providing both a model and a remedy to the current crisis in education by —breaking the mold’ (SB1448).

“A description of the educational program of the school, designed, among other things, to identify those whom the 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.”-California Education Code Section 47605(b)(5)(A)”

A. MISSION STATEMENT

Provide a clear and concise mission statement that defines the purposes and nature of the charter school. [Ref Criteria for Review; CCR-5, §1 1967. 5. 1(f)(l)(B)]

The California College, Career and Technical Education Center will prepare all students, especially those who have not found success in tradition programs to be successful in academic, vocational, leadership and social skills in the 21st century.

B. EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school. Describe how learning best occurs, what it means to be an educated person in the 21st century, and identify those whom the school is attempting to educate. Describe how the goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [Ref California Education Code §47605 (b)(5)(A)(i)]

College and Career preparation are not mutually exclusive at CCCTEC as both build upon each other and create viable options after graduation for students. The school’s schedule will allow students to take courses at local community colleges and in an online setting. Students will engage in a course of study that blends career, high school and college academics, which will lead to multiple pathways after graduation. The culture of the school will promote 21st Century workplace skills, civic responsibility, and positive social behavior.

The curriculum of CCCTEC is aligned with the comprehensive goals set forth by Standards for Success (S4S), a program at the Center for Education Policy Research at the University of Oregon that helped design the College Board's "Standards for College Success". S4S's 2003 research "Understanding University Success," a two year study involving more than 400 college faculty members, indicates the importance of the rigor and vertical alignment of a college-preparatory school's standards-based curriculum *and* the habits of mind developed during the high school years:

One of the most dominant themes raised by participants [university faculty] is the importance of the habits of mind students develop in high school and bring with them to university studies. These habits are considered by many faculty members to be more important than specific content knowledge. The habits of mind include critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible

failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks. Other critical skills include the ability to express one's self in writing and orally in a clear and convincing fashion; to discern the relative importance and credibility of various sources of information; to draw inferences and reach conclusions independently; and to use technology as a tool to assist the learning process rather than as a crutch.

Using high school exit outcomes - what the high school graduate needs to know and be able to do to be successful in college and beyond – CCCTEC Charter has articulated its grade level outcomes backward from 12th~6th grade. Additionally, each content area at CCCTEC Charter - English, Math, Science, Social Studies, Fine Arts and Language - has annual performance benchmarks that are aligned with the 12th grade outcomes of S4S and the California content standards.

Furthermore, in English Language arts and mathematics, CCCTEC's program embraces the vertical design of the College Board's "SpringBoard" Curriculum. SpringBoard is based on the College Board's Standards for College Success - standards that identify the critical thinking skills and knowledge in English Language Arts and mathematics that all students need to succeed in college. The standards-based instructional framework begins with middle school, and through the grades, builds the academic skills students need to master for success in college level work, including Advanced Placement courses

SpringBoard builds upon the research in cognitive learning theory as it embeds well-researched strategic approaches to learning in a rigorous curriculum in English Language arts and mathematics. SpringBoard draws upon the learning sciences to provide a flexible instruction program that enables teachers to differentiate instruction and engage a diverse population of students with varying levels of knowledge and skills and a variety of preferred learning styles.

For a more detailed account on curriculum design and delivery please see Section II – F Curriculum and Instructional Design below.

C. HOW LEARNING BEST OCCURS

All students can be successful in science and mathematics and thrive in rigorous high school courses with program, instruction and curricula that meet their personal and academic needs. Students will develop a broad horizon of choices for personal, academic, and career goals if they experience a safe, academically challenging high school environment that includes opportunities to experience the world outside the classroom. Additionally, a small school setting, with small class sizes nurtures a culture of learning and includes a support system of teachers and other mentors who are available to assist individual students in an effective educational setting designed to meet their needs.

In particular, we believe that learning best occurs when:

- Parents, students, and teachers work as an educational team;
- There is strong family involvement in the educational process;
- Class sizes are small within a small school setting;
- Students are given personal attention particularly through the use of tutorials and mentored instruction;
- There exists a safe and supportive learning environment;
- Instruction is student centered - students are maximally involved in the learning process;

- Learning is connected to the student's personal experience;
- Students are held to high standards and are not allowed to fail;
- When all students take rigorous high school classes;
- Research and a variety of information resources are emphasized;
- Technology is fully integrated into the curriculum; and,
- There is strong community support.

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

"There is no way in the world you can be educated for the 21st Century if you only hang out with people who look like you." Charles Willie, Professor Harvard Graduate School of Education.

The California College, Career and Technical Education Charter School seeks to educate students in grades 9-12 that reflect the broad diversity of the Washington Unified School District and Yolo County.

The 21st century educated person is one who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will arise continually from changes in the political, social, economic, and environmental conditions in this country, and in other countries around the world. As adults, these students will be responsible for making decisions that will affect our world in the 21st Century. Creating an environmentally stable economy in the United States and addressing the complex issues of the global economy will be two, among a myriad of, problems facing the next generation of leaders. Students at CCCTEC will acquire the academic and practical skills necessary to understand these matters, enabling them to make more informed decisions as adults.

The competitive nature of the 21st century global economy requires citizens in the United States to compete with others from around the world for employment opportunities, especially as greater numbers of businesses develop multi-national operations. Globalization of the economy demands that students demonstrate a keen understanding of other countries, their cultures, and their economies. Creating and implementing new strategies for engaging in international cooperation and competition will be requisite for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past. In educating students for work and citizenship in the 21st century, CCCTEC will foster the following ~~habits~~ of mind: intellectual curiosity; creative expression; moral reasoning; and empathy for others. CCCTEC will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. The CCCTEC's educational program will create and maintain the conditions under which its students will become self-motivated, competent life-long learners.

D. HIGH SCHOOL PROGRAM

If the proposed school will serve high school students (any of grades nine through twelve), the petition must describe how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.[Ref California Education Code §47605(b)(5)(A)(ii)]

UC/CSU course acceptance and WASC accreditation ensures that students are able to transition into college and obtain course acceptance and comparable credits from other high schools. A-G courses are replicated from UC/CSU accepted courses at River City High School. The school will

seek WASC affiliation within the first year of operation and candidacy thereafter. WASC candidacy qualifies High schools for A-G course approvals. Parents are to be notified about WASC accreditation, UC/CSU course acceptance and course transfer to other high schools through parent committees, meetings, newsletters, and the school website.

E. STUDENTS TO BE SERVED

Identify the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref Criteria or Review; CCR-5, §11967.5.1 (f)(1)(A)] As necessary, confirm that grade levels to be served by the charter school will coincide with the charter authorizer's grade levels. [Ref Education Code §47606(a)(6).]

CCCTEC 9-12 high school will be open to all students in grades 9-12 in Yolo County, and its contiguous counties of Sacramento, Solano, Napa, Lake, Colusa, and Sutter. CCCTEC will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

CCCTEC Charter High School seeks to serve a heterogeneous group of 250 students in grades 9 and 10 upon inception in the 2010-2011 school year. In all subsequent years, enrollment will increase by grade level, with 125 students per year. In 2013-2014 the total school enrollment will reach capacity of 625 students. The students' primary interest will be preparing for acceptance to and success in college. The students' backgrounds will represent the heterogeneity found in the population of the WUSD and Yolo County which draws its students from five different school districts. The students from these widely varied districts and cities create a heterogeneous group in that they live in areas ranging from densely populated urban centers to the rural farm land, socio-economically they range from 90% of a school's population qualifying for free and reduced lunch to 2%; ethnically/racially they represent all seven of the primary groups tracked by the CDE.

A large number of students in grades 9-12 at River City High School and all the comprehensive high schools in Yolo County are at risk of not graduating on time due to credit and requirement deficiencies. Surveys and an analysis of all the comprehensive high schools in Yolo County by the Comprehensive Economic Development Strategy (CEDS) for 2009-2014 Study prepared by the Yolo County Comprehensive Economic Development Strategy Committee indicated that as many as 1500 high school age students will not graduate with their class unless serious interventions are taken to get these students back on track. In June 2009 a review of students at River City High School revealed over 350 students in grades 9-11 (out of 1360 students) were credit deficient and not on track to graduate. Additional information regarding meeting their class requirement revealed as many as another 100 students were not on track for graduation.

Second, the issue of student warehousing no longer can be denied in the Washington Unified School District and Yolo County. Students who are warehoused are those students who have good attendance, no discipline issues but they're falling behind in credits. Warehoused students represent two major problems for their respective comprehensive schools. First, these students are too far credit / requirement deficient for the schools programs to bring them current and on track for graduation. Second the loss of revenue / programs that will occur if these students just leave the comprehensive school to go to an alternative setting represents a significant financial issue for school districts.

To date none of the comprehensive high schools in Yolo County is offering programs to meet the needs of the above students. The Washington Unified School District, the other school districts in Yolo County along with the County Office of Education do offer a variety of ~~an~~ alternative school settings for at risk students, however the sheer number of warehoused students in the

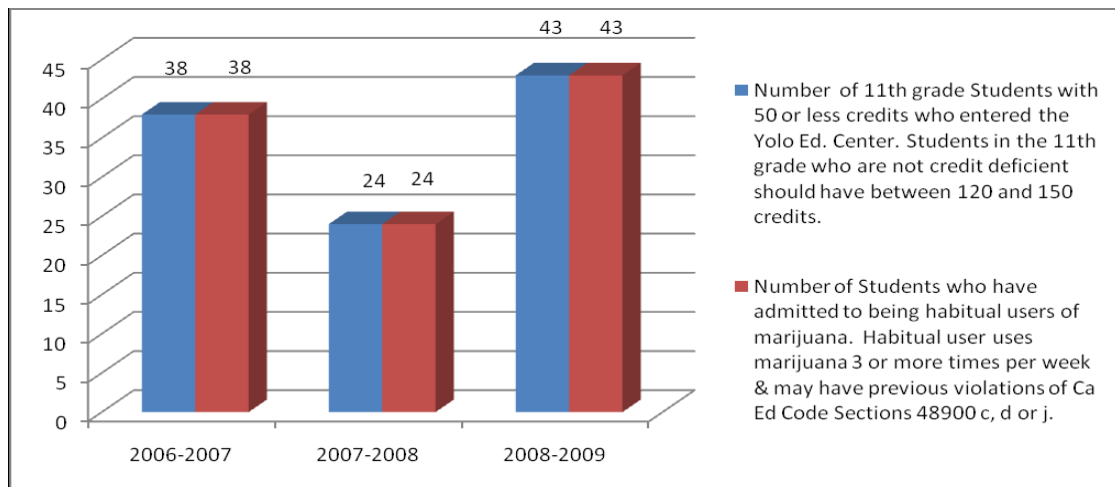
California College, Career & Technical Education Center Charter Petition | **2010**

comprehensive schools combined with their educational needs is to cost prohibitive for districts to support in a manner that will insure students graduate from high school.

Another concern of CCCTEC is the large numbers of students who ~~leave~~ the comprehensive high schools in Yolo County during the course of a school year for other public schools. Students who leave and do not return is an indicator that their needs are not being met. Based on interviews by CCCTEC with students their parents, community leaders, police probation officers and educational leaders the number one reason for the high ~~leave~~ rate is students do not feel safe at school.

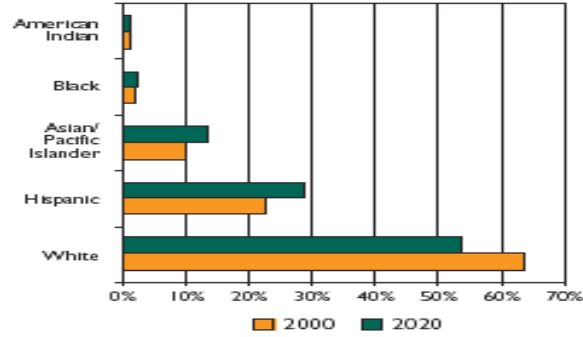
One of the major contributors as mentioned by students, parents and the community is substance abuse. In the 2006-2007 Healthy Kids Survey found that over 30% of high school juniors in Yolo county have smoked marijuana and been under the under influence in the last 30 days (*CHKS, Table 4.25 page 27*). The use of marijuana and being under the influence is a leading indicator of student dropout and truancy rates for school districts since students can be under the influence of marijuana for over 30 days. It's not a surprise that the truancy rate in Yolo County is over 31% with the Washington Unified School District having the highest truancy rate of all districts at 39%. (Davis USD 31%, Esparto USD 11%, Winters JUSD 12%, Woodland JUSD 31%) and 21% county wide for the four year dropout rate (Davis USD 4%, Esparto USD 14%, Washington USD 22%, Winters JUSD 10%, Woodland JUSD 13%).

Additional data taken from Yolo Continuation High School in WUSD and presented in the 2009 WASC report supports the fact that students' academic impairment is impacted by being under the influence. Data indicated students in the 11th grade who entered Yolo High School with 50 or fewer credits (in most cases it was between 30 and 39 credits towards graduation) were found to be habitual users of marijuana. Below is data that demonstrates numbers of 11th grade students who entered Yolo High School between 2006 and 2009 with 50 or fewer credits and were admitted habitual users of marijuana.



An analysis of Washington Unified and Yolo's student population reveals that many students are Hispanic, a growing population in Yolo County recently shown to have high user rates than other ethnic groups. The Office of National Drug Control Policy (2007) Hispanic Teens and Drugs Special Report documents a higher user rate among Hispanics in middle and high school as compared to other ethnicities.

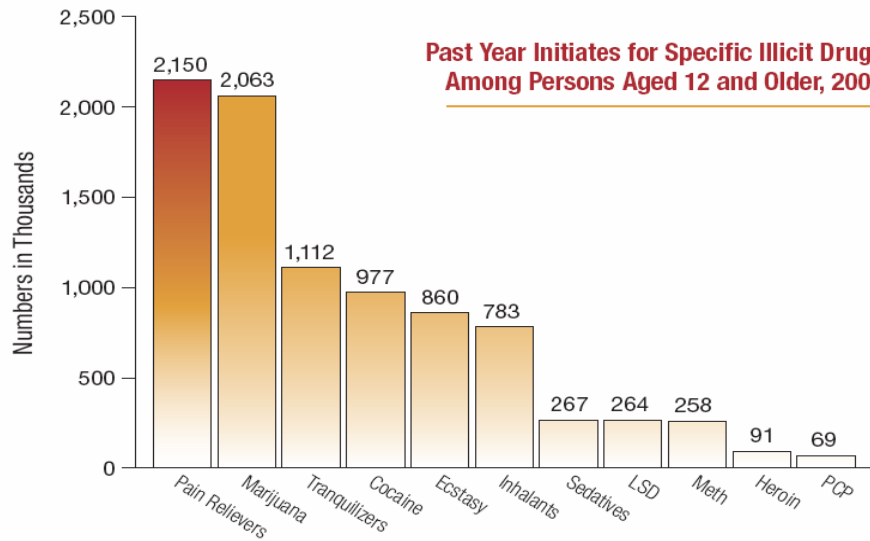
Yolo County Population by Ethnicity, 2000-2020 (Projected)



Source: California Department of Finance

RATES OF PRESCRIPTION DRUG ABUSE

Prescription drug abuse by teens is exceeded only by marijuana use, and there are just as many new abusers (initiates) 12 and older of pain relievers as there are for marijuana. (NSDUH, 2007)



Source: SAMHSA 2006 National Survey on Drug Use and Health (September 2007).

CCCTEC Charter will be located in West Sacramento, Yolo County CA.

The following Yolo County demographics information was taken from the Yolo County Comprehensive Economic Development Strategy (CEDS) for 2009-2014 Study. Attachment: Works Cited, p.106.

Demographics

Yolo County:

- Yolo County is a 1,021 square-mile county set in the rich agricultural region of California's Great Central Valley and the Sacramento River Delta, with over 92% of the land dedicated to agricultural production;
- A 2008 population of almost 200,000 persons, over 88% concentrated in the cities of Davis (65,814), West Sacramento (47,068), Winters (7,052), and Woodland (55,866). By 2015, the population should grow modestly to 227,000. Over 300 youth drop out of high school each year, with dropout rates highest in West Sacramento and Woodland. Davis High School sends a remarkable 75.9% of its graduates to college each year;
- Yolo County employment was 100,500 in 2006, with 36 percent working in government occupations, followed by transportation and warehousing at 7.6 percent, and retail at 6.9 percent. Agriculture employs 4.2 percent of the population, double the state average. Employment is expected to reach 140,000 by 2015, with the greatest job growth in education and healthcare, professional and business services, and leisure and hospitality. West Sacramento is the county's most jobs-rich community;
- Per capita income in Yolo County is below the state average, but has grown over the last six years. Davis is our most affluent community. Madison and Knights Landing are our poorest. There are about 70,000 households throughout the county, with an expected 13,000 new units by 2015, a very modest 1.9% growth rate. Assessed property values reached \$20 Billion in 2008.
- UC Davis is the largest employer in Yolo County (11,455), followed by the Cache Creek Casino (2,420), the State of California (2,162), and the U.S. Postal Service (1,900).

City of West Sacramento, CA:

CCCTEC will be located in the city of West Sacramento, CA (population 44,000) directly across the Sacramento River from the state capitol, Sacramento. Originally populated by the Patwin tribe, West Sacramento was first settled during the early 1840's by a Flemish immigrant, John Swart. In 1845, John and Margaret McDowell purchased 600 acres of the land across the river from the capitol city to be surveyed and divided into township parcels. The township of Washington is now the current site of West Sacramento. In 1914, Washington township was divided into three separate towns, Broderick, Riverbank/Bryte and West Sacramento. The three communities were built on a strong foundation of agriculture and a melting pot of immigrants from Russia, Portugal, China and various other regions of the world. The towns finally incorporated as one in 1986 to form the city of West Sacramento. All city schools are currently run by the Washington Unified School District.

Current census data indicates the population of West Sacramento as 44,162 residents. The 2000 Census indicates the city is comprised of 58% White, 30% Hispanic/Latino, 7% Asian, 3% Black and 2% American Indian. The overall population grew 39.7 percent between 2000 and 2006, mainly due to the massive expansion of subdivisions in land formerly designated for agriculture. The median age at the last Census was approximately 38 years.

The Washington Unified School District serves the city of West Sacramento. The city covers a 23-square mile area in eastern Yolo County, along the west bank of the Sacramento River, just south

of where it meets the American River. West Sacramento has been described as a small town next to a large city, Sacramento. The once sleepy agricultural and industrial town of West Sacramento is on the verge of dynamic change. It is conveniently located just minutes from downtown Sacramento, the Sacramento International Airport, and all major freeways and is located 1.5 hours from San Francisco, Tahoe ski areas, and the Wine Country. The idyllic river setting, new and affordable homes, a burgeoning economy, new schools, and plenty of recreation all contribute to West Sacramento's enviable location.

For sports fans, West Sacramento is home to Raley Field and the Sacramento River Cats minor league baseball team. Arco Arena, the home of the Sacramento Kings basketball team, is just minutes away, as well as fishing, hunting and a variety of water sports. West Sacramento's small town atmosphere, location, and pleasant climate create a highly desirable environment in which to live and work.

West Sacramento is consistent with several state averages, including languages other than English spoken at home, high school graduation rates and percentage of home ownership. Some glaring differentials include household income, people living below the poverty line and population of residents with at least a bachelors degree. West Sacramento has a median household income of \$31,000 compared to \$48,000 throughout California. 22% of West Sacramento residents lived below the poverty line at the last Census which was 8% higher than the state rate. Another significant statistical anomaly for West Sacramento is its 9% population of residents with a bachelors degree or higher which does not compare favorably with the 25% statewide number.

Washington Unified School District

The Washington Unified School District serves an ethnically diverse and growing population of 7,135 students, with a staff of 419 certificated and 309 classified employees and is considered an —urban fringe of a large city' district. The district currently operates eight elementary schools, one comprehensive high school, River City High School, and an alternative program, Yolo Continuation High and Opportunity School. Six new K-8 schools opened during the 2008-2009 school year, and the district opened a new state-of-the-art comprehensive high school facility for River City High School on January 5, 2009.

Washington Unified School District in Program Improvement Status (PI)

The Washington Unified School District failed to make Adequate Yearly Progress (AYP) for two consecutive years and was placed in Program Improvement (PI) in the 2007-2008 school year. Again in 2008-2009 the Washington Unified School district failed to make Adequate Yearly Progress and as a result the Washington Unified School District finds itself in year 3 of Program Improvement for the 2009-2010 school year.

Program Improvement qualified the Washington Unified School District to pilot a joint initiative of the California Department of Education and the California County Superintendents Educational Services Association known as —DAIT' District Assistance and Intervention Team. The pilot is supported by the California Comprehensive Center at WestEd, through funding from the U.S. Department of Education, PR/Award Number S283B050032. It does not necessarily reflect the views or policies of the U.S. Department of Education, and the reader should not assume endorsement by the federal government.

The California Comprehensive Center, a partnership of WestEd, American Institutes for Research, and School Services of California, Inc., is part of the federal network of 16 regional Comprehensive Centers.

The *Blueprint for District Assistance and Intervention* is the technical assistance guide for implementing the DAIT pilot in 2007-08. A DAIT is a team of county office of education (COE) or other organizational leaders who provide targeted technical assistance and support to Program Improvement (PI) districts in Corrective Action (Year 3 of PI). The team works with the district to examine current practices at both the district and school levels; evaluate the effectiveness of those practices; identify and prioritize the district's major areas of need; develop and implement actions that target those needs; and, ultimately, help the district exit PI status. The DAIT team for the Washington Unified School District is administered through the Sacramento County Office of Education. PI status first occurs when a district that receives Title I, Part A, funds fails to make Adequate Yearly Progress (AYP) for two consecutive years. Should a district make AYP in any year, the district will maintain its prior-year PI status. However, should it fail to make AYP in one year, it will advance in PI. The DAIT process is a policy option that the State Board of Education (SBE) may invoke in combination with one or more federal sanctions when a local educational agency (LEA) advances to PI Year 3.

River City and Yolo High Schools in Program Improvement Status (PI)

CCCTEC Charter is in the attendance boundaries for River City Senior High School, Yolo Continuation High School, Washington Adult School and the West Sacramento School for Independent Study in the Washington Unified School District. River City High School is year 2 in Program Improvement and Yolo Continuation High School is in year 5 of Program Improvement (PI) status. There are approximately 2900 high school age children in West Sacramento with the vast majority assigned to River City High School. At the end of the 2008-2009 school year there were 1648 students enrolled at River City High School and 170 high school students enrolled at Yolo Continuation School. Washington Adult School served approximately 700 Adult Education (200 of which were concurrently enrolled in Yolo and River City High Schools) students while West Sacramento School for Independent Study served approximately 60 students.

Dropout and California Content Standards (CST) (STAR) River City High School, WUSD

The dropout rate of California high school students is increasing and is currently estimated to be 33%. An article by Tom Elias in the Gilroy Dispatch (August 13, 2009) drives home these points regarding dropouts;

"It turns out this grotesque dropout rate is very real. The actual rate today is likely very close to 33 percent, three [students] out of nine. That includes students who drop out before they reach high school. It also includes those who make brief pit stops in continuation schools and then disappear. This disgrace is one reason so many California companies import skilled labor from other countries, leaving large numbers of native-born Californians in low-paid, unskilled jobs. It's one reason for a recent forecast that this state's companies will need to bring in millions of foreign workers by 2020 just to keep current industries running, let alone new businesses. California's public schools largely ignored their shameful performance until last year. But it's notable that the dropout rate last fall at charter high schools was significantly less than in ordinary public schools. That may be at least partly because almost all charter schools have waiting lists, with eager parents trying hard to shoe-horn their kids in. Parental involvement has always been the best insurance against dropouts."

At River City High School the four-year derived dropout rate is 27%. The Washington Unified School District's four year derived dropout rate is 22%, the highest of all Yolo County School Districts.

The 2009 California State Standards Test

The 2009 California State Standards Test data indicates the following scores for students who took the listed course work at River City High School in the Washington Unified School District:

- 96% failed to score in proficient or advanced General Math
- 82% failed to score in proficient or advanced Algebra I,
- 69% failed to score in proficient or advanced in Algebra II.
- 74% failed to score in proficient or advanced in Geometry
- 87% failed to score in proficient or advanced in Chemistry
- 63% failed to score in proficient or advanced in Biology
- 70% failed to score in proficient or advanced in Physics
- 54% failed to score in proficient or advanced in 9th grade English
- 63% failed to score in proficient or advanced in 10th grade English
- 60% failed to score in proficient or advanced in 11th grade English
- 55% failed to score in proficient or advanced in US History
- 73% failed to score in proficient or advanced in World History

Attachment 3

As reported (August 12, 2006) in the San Diego Union-Tribune:

“The future of U.S. competitiveness in science and technology is in the hands of young people, but too few of them want to build careers in those fields...Numerous studies since the mid-1980’s have reported threats to the nation’s stature in science and technology, and many of them focused on improving education as a key challenge.”

Indicators from RCHS 2009 CST / STAR scores and dropout data suggest a disproportionate number of students who are socio-economically disadvantaged and of color are most affected. River City High School is ethnically 64% other than white with Hispanic / Latino representing 37% of the overall population. Clearly a large number of RCHS students are not prepared to take advanced courses in science and math. California youth, and RCHS students in particular, are not currently prepared for the future job market in their region.

CCCTEC Charter will address the overall regional and national need for improved performance in science, math, English and technology. More specifically, in the communities served by CCCTEC, the Charter will effectively addresses the diverse educational needs of historically under-represented groups, in these four content arenas. CCCTEC Charter will support and exceed WUSD 2009-2010 District Goals as adopted by the WUSD board of trustees on August 13, 2009.

CCCTEC Charter will prepare high school students seeking an integrated, hands-on, career focused learning experience to compete successfully in their chosen career field. CCCTEC Charter addresses the need of students to be able to connect their education to their career field. Real world application of critical knowledge is facilitated when students are able to recognize the relevance of their expected learning outcomes. Each student will participate in extensive career counseling, career exploration and career focused educational planning. Students will be encouraged to thoroughly explore career options before making their decision on a career track. All careers require high levels of applied learning and considerable effort to reach the highest levels of performance. Life long learning is considered essential to stay current in your career.

Every effort will be made to respond to each student's career aspirations. Partnerships with career technical education programs, community colleges, apprenticeship programs, Regional Occupational Programs (ROP) and such other options as prove applicable, will be utilized to assist students in acquiring the skills necessary to gain employment or qualify for advanced career training at universities, colleges, specific trade schools and other programs designed to prepare students for their chosen career.

Individual student programs will be designed with input from the student and parent with a focus on career preparation that is coupled with rigorous academic preparation designed to meet State Standards, High School Exit Exam requirements and may include A-G requirements that could assist students in connecting to an elected career.

F. CURRICULUM AND INSTRUCTIONAL DESIGN

Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. [Ref Criteria for Review; CCR-5, §11967.5.1 (f)(1)(C-E)]

CCCTEC Charter is committed to a curriculum that will allow students to be college / university or career ready when they graduate. CCCTEC recognizes that readiness after graduation will demand strong commitments from all those involved in a student's education. CCCTEC's high curricular standards will be student focused and supported by an infrastructure of professional educators, parents and community.

Instructional methods in all courses:

- Utilize standards based, best practices that address the needs of all learners;
- Assess and address the specific needs of underrepresented groups;
- As Bloom (1987) suggests, provide clear standards based objectives;
- Allow students to inquire, research, explore and experiment to develop questions, hypotheses and explanations, (Mafune, n.d.);
- Encourage learning mastery;
- Encourage students to work individually and in groups in order to develop the personal and learning skills required in each, (UIUC, 2004, McLaughlin, 1996);
- Include student-centered projects and problem-based learning to develop real world connections, (PBL, 2003 and McLaughlin, 1996);
- Provide for structured, guided, and individual practice, (Bloom, 1987);
- Include content specific literacy skills development;
- Use multimedia as effective learning tools, (Grabe & Grabe, 2004);
- Provide individual mentoring time with instructors; and,
- Include relevant and frequent field trips.

CCCTEC's approach to curriculum is guided by the five elements listed and described below:

1. Small class sizes and small, personalized learning communities
2. A focus on academics that is rigorous, relevant and integrated in a safe and supportive social environment
3. Strong family involvement with high expectations for all participants (students, teachers, and parents)

4. Active student learning utilizing highly qualified teachers and inspiring school leaders
5. Data driven curricular decisions with accountability and transparency

1. Small class sizes and small personalized learning communities ensure that students are well-known by their teachers, administrators and other students. We will have a small overall school size (not more than 650), small grade size (80-125), small class sizes (23-28), and a small teacher load (80-125 students plus advisory), ensuring that no student will go without several adults knowing them well. **CCCTEC Charter** will use a balance of curricular and instructional methodologies that allow each teacher to adapt to the needs of all students in each subject area with an emphasis on active student-centered learning. Modified scheduling allows for small class size and provides time for individual learning opportunities. —Students need programs and courses that are both more individualized and better able to produce measurable results and standards, (Hanushek, 2006). Curriculum and instruction at **CCCTEC Charter** is designed to assess and address the needs of individual diverse learners and provide foundation skills in literacy and mathematics so that all students are successful in school and able to pursue careers in science, technology, engineering, and mathematics. The focus on academics (four years of English, social science, mathematics, and science) combined with personal attention to and goal setting for each student suggests a winning combination as students gain motivation through CCCTEC's Career Academy's experience.

Components of small class size and small, personalized learning community include:

» Each student, in conjunction with parents and his or her advisor, will develop a personal learning plan (PLP). The PLP will state each student's individual learning style, preparation, interests, challenges, goals and the specific strategies and activities that will be used to reach these academic, personal, and social goals. A minimum of twice a year, the student, parent, advisory teacher and school counselor will review the PLP, assess student progress, and modify goals and plans as appropriate. In addition, per the school's student progress and content mastery will be measured every six weeks against the scope and sequence of each subject at each grade level. This information will be made available to the teacher to recalibrate each student's academic needs. Having a trained counselor guiding this process will be critical to its success, which is why we intend to cap the counselor ratio at 300: 1.

» Every student will meet for three hours each week with a faculty member who serves as mentor for a group of approximately 20 students. This every-other-day advisory period will allow the advisor to follow his or her group of students through the four years of high school, serving as a mentor and advocate for each student. In addition, the student will have 15 minutes scheduled each week one-on-one with the advisor during office hours to go over anything of merit. The advisor serves as the first contact for teachers and parents, helps develop the student's personalized learning plan, manages the student's community service project, and monitors the overall progress of each student. Advisory will help students develop the skills and habits they need to navigate the teenage years. This curriculum will focus on the social and emotional development of each student and include health and wellness education, financial management, conflict resolution, technology as a productivity tool, study skills and time management, character and leadership development, and the college admissions process. In addition, the advisory curriculum will support the successful completion of the junior project - an exhibition of student services to the community.

» One of the characteristics that separate great schools from others is the creation and maintenance of a positive school culture focused on achievement. Our culture will value academic success, character, positive relationships between students and staff, and the pursuit of individual excellence. **CCCTEC Charter** will have extensive orientation programs for students, staff, and parents to bring all new members into our culture. We will create ongoing rituals, ceremonies and networking opportunities for all community members to build and sustain a positive culture throughout the school year.

2. A focus on academics that is rigorous, relevant and integrated in a safe and supportive social environment is a key instrument for successfully delivering the **CCCTEC Charter** experience to students. The curriculum, relevant syllabi, and teacher delivery will be closely monitored to ensure that classes remain grade appropriate and challenging for students who plan to go on to college. The peer, administrative, and student review process will focus extensively on the relevancy and the cohesion of the material vis-à-vis other classes at the school. We believe students need to be enrolled in classes that are closely aligned with each other from grade to grade so that proper scaffolding takes place for higher order reading, thinking and writing.

Components of a rigorous, relevant and vertically integrated curriculum include:

- » **CCCTEC Charter** school will deliver a college preparatory curriculum for ALL students
- » The curriculum at **CCCTEC Charter** school will be core-competency driven, meaning extra attention will be paid to the fundamentals of reading, writing and math;
- » All courses at **CCCTEC Charter** will have standardized syllabi that are coherently linked to one another.
- » Extra time on task, in the form of before and after-school homework and tutoring modules, will be required for low-achieving students as identified by regular interim assessments;
- » Data will drive instruction and teachers will undergo regular professional development in analyzing student achievement data and properly using interim assessments. They will use this immediate "student achievement" feedback extensively to create lessons that sync with student performance levels;
- » Teachers will meet regularly in department level meetings to coordinate curriculum, at grade level to help struggling students, and among other departments to strategize relevant cross-disciplinary lessons;
- » To take advantage of our small size, our teachers will be trained in differentiating instruction to allow students to both emphasize their strengths and improve on individual areas of weakness.

3. Strong family involvement with high expectations for all participants (students, teachers, and parents) is essential to creating a community that embraces goal setting, high achievement and a supportive atmosphere. All students will be held to account in classes that meet content standards. Teachers will be evaluated using a 360-degree model which ensures a fair appraisal of their ability to deliver an exceptional educational experience to **CCCTEC Charter's** students. Finally, we will train and expect parents to be involved in all facets of the school, including, when appropriate, volunteering as tutors and classroom aides, as well as the more traditional parent support roles.

A community that has high expectations for students, teachers and parents means that:

- » We deliver results and not excuses;
- » We support members of the community to achieve beyond their accomplishments;

- » We continue to ask ourselves how to improve the student experience;
- » We don't apologize for demanding a lot from the members of our community.

4. Active student learning utilizing highly qualified teachers and inspiring school leaders will create appropriate space for the development of dynamic classrooms full of engaged students. **CCCTEC Charter** will recruit, hire and retain high quality teachers and leaders who are passionate about service to underserved students and who understand the challenges facing students as they prepare to enter college and the workplace thereafter. CCCTEC Charter will find, recruit, and retain teachers who are inspired to work in an environment of high-stakes accountability.

Components of quality teachers and inspiring leaders include:

- » Teachers of our core academic subjects will teach 100 or fewer students each year (in comparison with the 150~175 found at many traditional schools). Our small overall size will allow teachers to actively take leadership roles in developing curriculum and creating strategies for best educating each student;
- » Our daily and yearly schedules also provide more collaboration and professional development time than is typically found at traditional schools; see **CCCTEC Charter** Bell Schedule in the Appendix.
- » Teachers will be part of a professional development network among other high performing charter schools;
- » While holding standards high, we will provide some degree of latitude for teachers in empowering them to deliver exceptional lessons (life and otherwise) that enable **CCCTEC Charter** students to think big about the world around them.

5. Data driven curricular decisions with accountability and transparency to the District, all stakeholders and to the mission of the **CCCTEC Charter**.

Components of a transparent, accountable public school include:

- » Each year **CCCTEC Charter** will publish annual student achievement data, financial statements, student and parent surveys, annual report and strategic plan for review. Specifically, this report will include the following items:
 1. Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques described in the "Measurable Outcome" section. This data will be displayed on both a school-wide basis and disaggregated by major racial, ethnic and socio-economic categories to the extent feasible without compromising student confidentiality.
 2. A summary of major decisions and policies established by the Board during the year.
 3. Data on the level of parent involvement in **CCCTEC Charter** governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
 4. Data regarding the number of staff working at the school and their qualifications.
 5. A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
 6. Information demonstrating whether **CCCTEC Charter** implemented the means listed in the charter to achieve a racially and ethnically balanced student population.

7. An overview of **CCCTEC Charter's** admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

8. Analyses of the effectiveness of **CCCTEC Charter's** internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

9. Other information regarding the educational program and the administrative, legal and governance operations of **CCCTEC Charter** relative to compliance with the terms of the charter generally.

10. Summary data from assessment instruments and techniques indicating student progress toward the goals and outcomes showing curricular effectiveness. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories without compromising student confidentiality.

CCCTEC Charter and the District will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by **CCCTEC Charter** that the District may make unplanned and unscheduled random inspections of **CCCTEC Charter** at anytime provided the visits do not disrupt student learning.

CCCTEC Charter is grounded first in the tradition of core proficiency in reading, writing and math, and second in the changing dynamic of what a student needs to know in this globalizing world. By offering students a firm understanding of the core areas of learning, and by training them to be creative, critical thinkers, we will engage them in higher levels of inquiry about the increasingly global society in which they live.

English Language Arts & Mathematics:

- Rigorous content, aligned to standards, will be carefully articulated in a scope and sequence that builds knowledge and skills incrementally in both English Language arts and mathematics. The content is mapped to standards that will prepare students, with the level of knowledge, skills and abilities necessary for success in advanced courses and in college.
- Embedded in each lesson, and at the discretion of the teacher, are numerous opportunities to introduce, model, and then practice and evaluate the application of research-based strategies in reading, writing, oral proficiency, collaboration and problem solving. The strategies can be revisited and practiced throughout the entire articulated sequence across the grade levels, and the teacher version of the instructional material signals which strategic approaches might be most appropriate for the task at hand, given the amount of student preparation and differences in learning styles.
- The instructional materials will be grounded in real-world situations and are designed to be engaging and interactive, offering students the opportunity to master knowledge and skills in manageable steps, with tasks that require reading, writing, discussion, problem solving, collaboration, questioning and elaboration.
- Standardized formative assessments with scoring rubrics embedded in each lesson with teachers having numerous opportunities to review student work, monitor student talk, and observe cognitive organization in action.

Foreign Language, Science, Social Studies,:

While **CCCTEC Charter** develops essential skills and habits of minds for students in English and math, **CCCTEC Charter** will employ a more traditional approach to science, social studies,

and arts education. Student learning will be buttressed by our atmosphere of high expectations for all and the regular advisory and tutoring sessions that are central to our school design.

- Foreign language is best learned through immersion and theme-based instruction. Real and relevant experience are primary components of effective language instruction. The 5 —C’s for instruction of Communication, Cultures, Connections, Comparisons, and Communities will be implemented. Students will be expected to take a minimum of three years of a language other than English in grades (8)9-12.

- Students of Science will engage in hands-on, inquiry-based lessons on a regular basis. Using California and NCTA Standards, teachers will plan, using backward design, rigorous science experiences that promote curiosity, analysis, reasoning, interpretation, and application. Under the inquiry model, a central question will drive scientific explorations that elicit critical thinking as well as oral and written communication of ideas. Students will have three semesters of advanced coursework in Biology and Chemistry to prepare them for enrollment in AP courses.

- The School offers four years of history/social studies classes aligned with California State Standards. CCCTEC Charter believes that students should have a background of knowledge of world and United States History as well as geography and civics in order to understand and apply those concepts to issues in today’s world. History and Social Studies classes are taught in a hands-on, project-based manner, incorporating primary source documents, role-playing, technology, debate, historical simulations, and era-specific literature. Students will have three semesters of advanced coursework in World History and US History to prepare them for enrollment in AP courses.

OTHER ELEMENTS CRITICAL TO THE SUCCESS OF CCCTEC CHARTER

Staff

CCCTEC Charter intends to allow staff members to invest their time and energy in helping disadvantaged youth via a "No Excuses" approach to pursuing measurable gains in student achievement. **CCCTEC Charter** teachers will interact with more students, getting kids focused and working hard. Teachers will focus their attention on the learning needs of each student during one-on-one or group tutorials. **CCCTEC Charter** will challenge stereotypes every day. Some people believe that many Yolo County teens, especially Latinos, lack the ability or discipline to become outstanding critical thinkers and successful high school and college graduates. Some also say that many college graduates lack a sense of responsibility toward their communities. We know this is not true in Yolo County and at **CCCTEC Charter** with our well structured, student focused curriculum guided by professional teachers and staff the results will be profound. College admittance, persistence, and success beyond school for all **CCCTEC Charter** students will be evident.

CCCTEC’s Five Career Technical Education Academies

CCCTEC Charter Academies will follow the Foundation and Pathway Standards as established by the California Career Technical Education Model Curriculum Standards Grades Seven through Twelve adopted by the California State Board of Education on May 11, 2005. Our Career Technical Education Academies offer students the unique ability to blend a career technical education experience with a college-ready education. Each Academy is unique and allows students to follow a *career pathway* that is a coherent sequence of rigorous academic and technical courses allowing students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical

standards and more advanced postsecondary course work related to the career in which they are interested.

Standards and Subcomponents

Standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve. There are two levels of detail in the standards: standards and subcomponents. *Standards* are general expectations of what students should know and be able to do. Each standard has at least two *subcomponents* that elaborate on the specific knowledge and skills encompassed by the standard. There are also two different *types* of standards in each sector: *foundation* standards and *pathway* standards.

Foundation Standards

There are eleven foundation standards that all students need to master to be successful in the career technical education curriculum and in the workplace. These standards are similar to the competencies described in the June 1991 report issued by the U. S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS). The foundation standards are uniform in all sectors, although the subcomponents will differ. They cover the 11 areas essential to all students' success:

- 1.0 Academics
- 2.0 Communications
- 3.0 Career Planning and Management
- 4.0 Technology
- 5.0 Problem Solving and Critical Thinking
- 6.0 Health and Safety
- 7.0 Responsibility and Flexibility
- 8.0 Ethics and Legal Responsibilities
- 9.0 Leadership and Teamwork
- 10.0 Technical Knowledge and Skills
- 11.0 Demonstration and Application

Foundation standards 1.0, Academics, and 2.0, Communications, refer to the California academic content standards (see <http://www.cde.ca.gov/be/st/ss>). The academic standards are the relevant California content standards that individual sectors will integrate into the pathway standards, support, and reinforce through application. Most academic standards appear in foundation standard 1.0, Academics, although English–language arts standards are listed under 2.0, Communications, as they are broad-based enough to include most communication standards for the sector.

Pathway Standards

The *pathway standards* are concise statements that reflect the essential knowledge and skills students are expected to master to be successful in the career pathway. These standards build on existing career technical education standards, academic content standards, and appropriate standards established by business and industry. Therefore, existing career technical standards, California content standards in the core content areas, and national, regional, and association standards (where available) were consulted as models of content description for technical standards. Each career pathway comprises three to twelve standards with two to six subcomponents per standard.

The Conceptual Model

The conceptual model for the CCCTE model curriculum standards was built on the Standards Development Criteria adopted by the Superintendent's Advisory Group.

CCCTE standards:

1. Are designed to support a seamless transition to postsecondary education and entry to a career.
2. Support mastery of essential employability skills and rigorous academic content standards.
3. Are concise statements that reflect the essential knowledge and skills students are expected to master and include foundation standards that apply to all industry sectors.
4. Build on existing career technical education standards, appropriate standards established by business and industry, and academic content standards.

The California Department of Education sought a research-based standards model that:

- Encompassed these guidelines
- Reflected the national movement away from codifying activities and tasks toward a broad curriculum capturing the underlying knowledge and skills
- Included both the core academic content and technical skills taught in a career pathway
- Reflected how students learn, recall, and transfer knowledge

The work of John R. Anderson at Carnegie Mellon University suggests that students learn through the interaction of declarative and procedural knowledge: *declarative knowledge* provides information (facts, events, concepts, and principles); *procedural knowledge* provides the application, or what the learner is able to do with the information. The interaction with these two types of knowledge will give students the ability to adapt and use information and skills in real-world situations. The Department also screened academic foundation standards by using the ratings developed by Willard Daggett, International Center for Leadership in Education, reflecting how readily an academic standard can be incorporated into technical instruction. John Kendall and Robert Marzano of the Mid-continent Research for Education and Learning (McREL), under the regional educational laboratory contract from the U.S. Department of Education, have developed a model that incorporates a research-based format for writing content standards and subcomponents that:

- Incorporates both declarative and procedural statements
- Focuses on the higher-order declarative statements, often expressed as what the student ~~—understands~~ or ~~—knows~~
- Uses clear, concise statements of the underlying (declarative) knowledge and skills and the main, overarching performance requirements (procedural), resulting in fewer but more important standards

The Superintendent's Advisory Group adopted the McREL format as the basis for development of the *California Career Technical Education Model Curriculum Standards*.

Additional Student Academic Support

CCCTEC Charter students will have the option of taking some rigorous math and science at a slower pace to ensure success, an approach that has proven successful at other charter schools. The quality, rigor and content are consistent among all courses both regular and extended. This

extended learning time supports assessing and addressing fundamental knowledge gaps and meeting the needs of English learners and special education students. Daily mentored instruction, tutoring, and technology--assisted learning tools provide all students with additional instructional support. Modified student scheduling represents one of the unique instructional strategies at **CCCTEC Charter**. Individual and small group mentored instruction is an effective tool to meet the needs of diverse learners as an addition to regular classes. **CCCTEC Charter** meets the learning requirements of the target population by providing individual learning opportunities while students are on campus. Students are engaged in mentored instruction, homework support, technology assisted learning, internships, and exploratory classes on campus that support success. All students will be required to pass classroom exams and benchmark assessments and will be given additional remedial instruction, mentoring, tutoring, group support, and follow-up assessments until they are able to master the content and skills knowledge.

Integrated use of technology

CCCTEC Charter recognizes the importance of effective use of technology. Technology will be used in support of effective teaching, serving as a tool for teachers to differentiate instruction, as a presentation tool by both students and staff, and as a research tool. Where possible, computers will exist in each classroom and be available for use during advisory, office hours and homework lab. Additionally, new research suggests that classrooms with structured self-paced student computer time help effectively lower class size as students rotate through computer instruction and teacher instruction. **CCCTEC Charter** is investigating the effectiveness of this program at other schools and will work accordingly to incorporate this model if appropriate.

Technology is an integral part of the curriculum as a tool for assessments, instructional delivery, building foundation skills in language and math, completing assignments, and extending student learning beyond the classroom, (Grabe and Grabe, 2003). Computer learning tools are used to extend learning by means of interactive homework assignments, threaded discussion (message board), assessments, streaming video and PowerPoint presentations. The school's website is a key component supporting instructional delivery, and parent, teacher, and student communication. An example of using technology to develop foundation math skills is the web-based program ALEKS. An example of a web-based program that may be used to develop English communication skills is Rosetta Stone.

Instruction, Curriculum & Materials Support State Standards

- All core courses are designed beginning with the standards;
- Student outcomes are specifically aligned with the standards;
- Curriculum is developed beginning with prioritizing the standards;
- Assessments are developed to align with the standards; and,
- Curriculum is developed and compiled that has been shown to be effective with the target student population and aligned with California State Standards.
- In making a selection of a textbook, if the choice is available, —California Editions' will be selected rather than the general edition.

Student/ Family Support Services

There is considerable literature suggesting that social service supports for high risk populations, such as those targeted for service by the CCCTEC Charter, are essential for personal, academic, and vocational success. Such supports may include physical and mental health assessments followed by referrals to programs that assist families in addressing resultant issues. Examples may include substance abuse prevention and intervention; anger management skill development; youth-family reunification techniques; life skills and community interaction strategies, to name a few.

A major cause leading to a lack of student academic, personal and/or career success may include the stresses associated with their social emotional needs. Too many high school age students fail to accumulate the proper number of credits and eventually dropout of school because these needs interfere with their abilities to do academic work. One of the major contributors cited as mentioned by students, parents and the community is substance abuse. In the 2006-2007 Healthy Kids Survey found that over 30% of high school juniors in Yolo County have smoked marijuana and been under the under influence in the last 30 days (*CHKS, Table 4.25 page 27*). The use of marijuana and being under the influence is a leading indicator of student dropout and truancy rates for school districts since students can be under the influence of marijuana for over 30 days. It's not a surprise that the truancy rate in Yolo County is over 31% with the Washington Unified School District having the highest truancy rate of all districts at 39%.

The California Healthy Kids Survey from Washington Unified School District for the reporting period for 2007 was incomplete and was the least reported of any school district in the State of California. As reported from the California Department of Education the following facts are notable:

- 1.) There was no CHKS data collected for seventh graders (not even one answer sheet).
- 2.) The response rate for ninth graders was 17 returned, of usable answer sheets for 426 enrolled ninth graders.
- 3.) The response rate for eleventh graders was 22 returned, of usable answer sheets for 368 enrolled eleventh grade students.

To ensure the right type of support for high-risk youth, data must be current, easily retrieved, analyzed and disaggregated in order to establish a baseline for development of support services for youth and their parents/families. CCCTEC Charter will have a plan for on-going data collection to meet the special needs of high-risk students (eg. administering the California Healthy Kids Survey). CCCTEC would be vigilant about a comprehensive assessment of student needs to provide parents, teachers, and school staff with specific information to inform student support services. CCCTEC will work directly with WUSD to share data and develop strategies to best address student needs in West Sacramento.

Each CCCTEC Charter student, in conjunction with parents and his or her advisor and counselor, will develop a personal learning plan (PLP). The PLP (described more fully in the Appendix) will describe each student's individual learning style, preparation, interests, challenges, goals and the specific strategies and activities that will be used to reach these goals. Issues around low academic performance, poor attendance/participation, and inappropriate behaviors will become a part of the students PLP. Students who are most at risk will be served through multiple interventions in order to mitigate the negative factors inhibiting maximum performance.

Interventions to support students and families will be provided by Student/Family Support Services staff as well as allied agency personnel who are partnering with CCCTEC. Examples include: People Reaching Out, CCCTEC's Multi-Disciplinary Case Management Team and Student Study Team, social service and law enforcement agencies, physical and mental health professionals, substance abuse prevention/intervention experts, and other organizations who offer specialized assistance for high risk youth and their families. CCTEC staff members will receive twenty four hours of intensive Drug Alcohol Recognition training to detect student substance abuse indicators. Further, in order to assist in a county wide effort to curb teen drug use, CCCTEC will work with WUSD, City of West Sacramento, Yolo County Office of Education and other Yolo County agencies to develop collaboratively a comprehensive substance abuse program.

We anticipate that implementation of the above-described services will provide the professional support needed for students and families to develop life-advancing skills and attitudes leading to successful academic, social and career paths. (See Student/Family Support Services Hub graphic in Attachments.)

G. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref Criteria for Review; CCR-5, §11967.5.1 (f)(l)(F)]

CCCTEC Charter is targeted for students who might be achieving below their potential. We define low-achieving students as those who perform at a basic level on California State Standards Exams. At risk students are those who perform at a below basic or far below basic level on California State Standards Exams or do not pass the California High School Exit Exam on the first attempt. Our small size and entire educational program (see section E above) will allow us to readily identify and target these students for the support needed to succeed. The student, parents, and advisory teacher will determine what delivery strategies as needed based on the Personal Learning Plan or Student Success/Study Team (SST) process. Student's progress will be regularly monitored by their advisory teacher and their counselor. Students will be provided with the following additional supports as needed:

- Small class sizes
- Innovative scheduling to allow for additional individualized tutoring and mentoring;
- Individual and small group attention that focuses on mastering the current learning;
- Mastery learning process that builds in review and reassessment;
- Extended day and year to provide extra learning time;
- Optional extended courses;
- Technology assisted learning through web-based programs;
- Saturday School;
- Summer Intervention Boot Camp;
- SST process; and
- Focus on key students during staff meetings.

CCCTEC's summer program will involve mornings of up to three weeks (M-TH) in August prior to school opening. This program is intended for students who test below basic or far below basic on state exams. It is designed as an intensive reading, writing and math tutorial. Students come to school from 8:30- 10:00 for Math and/or from 10:15-11:45 for English instruction. The tutorials

are based on the skills required for the first six weeks of 6th grade English and math classes (content is up through first interim assessment exam). CCCTEC Charter will monitor the progress of students in this summer session by giving an assessment with similar content to the placement exam before school starts. An additional benefit of this program is the ability to evaluate students for special education needs as early as possible. CCCTEC's Special Education Director, Resource Specialist, and Literacy Coordinator will be available during this summer session for appropriate diagnostics. By setting a plan in place before school starts; CCCTEC will be proactive in its child-find responsibility for seeking out, identifying and meeting the needs of students with disabilities.

Students who are identified as academically low-achieving in math or English will be strongly encouraged to enroll in before or after-school core-competency modules that will allow them more time on task. These classes will be in addition to a students' regular level math or English classes. The classes will be taught, and supervised by credentialed faculty, using available supplemental resources available. Instructors will provide students with extra time to complete their regular coursework and additional assistance to develop missing math and English skills, improve study habits, and improve time management and study skills.

Each year part of the advisory curriculum focuses on academic literacy, teaching and building skills such as time management, organization, test-taking strategies, exam preparation strategies, study strategies, research skills, reading skills, note-taking skills, and writing skills, among others.

Classroom teachers will be available for up to four hours each week for small group or individual review sessions. Low-achieving students are encouraged - and often commit via their Personal Learning Plan - to attend these sessions on a weekly basis. During the sessions, teachers may re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

During weekly faculty meetings, all grade level teachers meet and discuss individual progress of any low-achieving students. The discussions focus on tracking progress, identifying areas of need, and effective intervention strategies. All teachers meet with at-risk students and their parents when necessary throughout the school year in "intervention" meetings. The result of such meetings is a mutually agreed upon plan, a revision to the Personalized Learning Plan, to support the individual student, with specific responsibilities delegated to the student, parents, and teachers. The student's advisory teacher, with help from the school counselor, monitors the plan to ensure that it is followed.

H. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref Criteria for Review; CCR-5, §11967.5.1(j)(1)(G)]

We will be readily able to pinpoint high achieving students through the California State Standards Exams and our entry assessments. Our small school size will facilitate identification of low achieving students. Thus, teachers will be able to differentiate their instruction for these students, providing opportunities to deepen their study of concepts and subject matter through specialized projects and assignments. In addition, all of our students, including high achieving students, will have opportunities to enroll in advanced classes, undertake internships monitored by advisors, assume real leadership roles, and do independent study in areas of interest. As appropriate, high achieving students may have the opportunity to concurrently enroll in college courses for more

advanced study. Academically speaking, high achieving students will receive additional benefit in the following ways:

- Advanced Projects;
- Innovative scheduling to allow for mentoring that leads to learning extensions;
- Individual and small group attention that focuses on extending the current learning;
- Cohorts of 11th grade students who will be attending the same college serve as a support group for each other during the last two years of high school and during college;
- Extensive college counseling to ensure that all students are fully informed of costs, aid, and support services provided by the college of their choice;
- Advanced study skills training and learning strategies for college courses;
- Personal coaching in choosing a major; and
- Career internships and on-campus businesses.

I. PLAN FOR ENGLISH LEARNERS

Indicate how the charter school will identify and respond to the needs of English learners. [Ref Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

CCCTEC will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCCTEC will implement the following policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

CCCTEC will administer the home language survey upon a student's initial enrollment into CCCTEC (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

CCCTEC will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents/ guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians

in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Language Learner Instruction and Intervention

CCCTEC Charter will serve ELLs at the school site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular class and receives supplementary instruction in order to learn English.

The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

J. PLAN FOR SPECIAL EDUCATION, SECTION 504 / DISABLED PUPILS

Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school's special education plan. Ref Criteria for Review; CCR-5, §11967.5.1(f)(1)(G-H))

Special Education

Special education is defined in the Ed Code as —Specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instructional program, with related services, at no cost to the parent, that may be needed to assist individuals to benefit from specially designed instruction. CCCTEC Charter complies with all State and Federal laws for special education. Initially, the Yolo County Office of Education (YCOE) will provide special education services for the School's identified special education students. The School will be a member of the Yolo County Office of Education Special Education Local Plan Area (SELPA) initially. CCCTEC shall be deemed, initially, an arm of the Yolo County Department of Education for the purposes of special education. The Yolo County Department of Education will provide special education funding and services for the School's special education pupils to the extent of the law. Specifically, the Yolo County Department of Education will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEA 1413(a)(5)]. As long as the School is an arm of the Yolo County Department of Education for special education purposes, the School will pay the Yolo County Department of Education the Yolo County Department of Education's special education encroachment for each student. The School reserves the right to act as its own Local Education Agency (LEA) or to contract with El Dorado County Office of Education Charter SELPA for the purposes of special education and will make appropriate notification to the Yolo County Office of Education preceding such plans. To the

extent the school opts for Yolo County Office of Education delivery of special education services, it will support the Yolo County Office of Education's implementation of these services and will make facilities available in a manner consistent with the Yolo County Office of Education's need to provide services to all special education students. The School will develop an MOU with the Yolo County Office of Education as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers. The School will set up a Student Success/Study Team, (SST) which will be comprised of parents, teachers, administrators, and other school professionals. This team will follow a traditional format for screening of children with behavioral and academic difficulties before a referral for special education evaluation is made. Once the decision to refer is made, parents will be sent an assessment plan for their approval, and all timelines will be followed in completing assessments and holding the IEP meeting. Prior to the meeting parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibility requirements, the team will make a determination of services that provides an education in the least restrictive environment. Thereafter, the student will have an annual IEP meeting with a more in-depth meeting every three years (the triennial) that may include further assessments.

Additionally, the school will serve its special education students through:

- Small class sizes;
- Innovative scheduling to allow for additional tutoring and mentoring;
- Extended day and year;
- Optional extended time in courses;
- Technology assisted learning;
- Resource teacher availability on-site (may be part-time);
- Accommodations provided in regular education classes;
- Annual in-service for teachers regarding the identification of students with disabilities and strategies for providing education in the general classroom..

SECTION 504 / DISABLED PUPILS

CCCTEC Charter will comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"). CCCTEC Charter agrees to adhere to the policies, procedures and requirements of the applicable Local Plan for Special Education of the Yolo County Office of Education in which the CCCTEC Charter operates for special education purposes or as a separate Local Education Agency (LEA).

CCCTEC Charter will be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School will be accessible for all students with disabilities in accordance with the ADA. CCCTEC Charter 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 the CCCTEC Charter. Any student who has an objectively identified disability, which substantially limits a

major life activity such as learning, is eligible for accommodation by CCCTEC Charter. Further, prior to operation, *CCCTEC Charter will adopt a policy, a draft of which is attached herein as Appendix 10* that outlines the requirements for identifying and serving students with a 504 accommodation plan.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Describe the clearly measurable student outcomes that will be used by the charter school. "Student outcomes, "for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. [Ref. California Education Code §47605 (b)(5)(B)]

A. MEASUREABLE STUDENT OUTCOMES

CCCTEC students will:

- Graduate with the knowledge, skills, and motivation to enter a career,
- Develop a positive attitude towards learning.
- Develop clear life and career goals.
- Experience success in achieving their personal and academic goals.
- Acquire the literacy skills necessary to succeed in a career.
- Acquire the foundation mathematics skills necessary to succeed in a career.
- Acquire the communication skills necessary to succeed in a career.
- Acquire the ability to use symbolic and scientific reasoning and apply that reasoning to real world situations.
- Link new knowledge to their personal experiences.
- Be able to learn independently using a variety of resources.
- Demonstrate proficiency in mathematics up to and including geometry and Algebra II.
- Demonstrate proficiency in biology and chemistry.
- Frequently use technology for completing personal and academic tasks.
- Appreciate the world view of differing cultures, societies, historical periods.
- Show respect to others in their attitude and behavior.
- Be able to work effectively in groups and take pride in the group's and school's success.
- Demonstrate high rates of attendance and low rates of suspension and dropping out.
- Demonstrate proficiency in understanding the Constitution of the United States and an understanding of Civic Responsibility.

ACADEMIC PERFORMANCE INDEX

Where applicable, include a plan for attaining the school's Academic Performance Index growth target. [Ref Criteria for Review; CCR-5, §11967.5.1 (/)(2)(B)].

The primary school-wide accountability measures at CCCTEC are the California Standards Tests included in the STAR testing program and the California High School Exit Exam (CAHSEE). Therefore, CCCTEC will use the API as a primary measure of school success. **The School will attain its growth target each year by doing the following:**

- Perform an analysis of the previous year's scores.
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas.
- Analyze standards cluster results in each subject and set targets to raise an area that lags.

- Align financial and staff development resources with established target areas.
- Monitor results on benchmark tests, especially those within the target areas.
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards.
- Monitor pacing to ensure that all priority standards are taught prior to STAR testing.
- Focus on students who score BB and FBB and create goals to raise their scores by at least one level.

B. METHODS OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured [Ref California Education Code §47605(b)(5)(C)]

The School's academic program is standards-based and data driven. The California State content and performance standards and multiple sources of data form the basis of the School's teachings. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about proficiency progress towards standards.

CCCTEC Charter will comply with all state assessment requirements. In addition to these, CCCTEC Charter will measure pupil progress with pre and post testing, longitudinal data, portfolio and performance based assessments. CCCTEC Charter will measure progress on an ongoing basis so parents and educators know how well students are performing. Since applied learning is usually embedded in class work and is frequently not the specific subject of particular courses, CCCTEC Charter will separately assess applied learning skills such as oral presentation, team collaboration, and problem solving. Daily instruction will also provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and writing samples.

CCCTEC uses the following assessment and reporting tools:

- The California Standards Tests (CST) included in the STAR testing program;
- The California High School Exit Exam (CAHSEE).
- An ongoing school-wide performance accountability system (Ed Code, 47601) using school-created quarterly benchmark assessments based on the California standards and blueprints for each academic subject as well as the standards for the CAHSEE.
- Classroom assessments including comprehensive finals.
- Student transcripts demonstrating successful completion of required academic courses with a C or better.
- An annual school-wide writing assessment.
- School maintained records of graduates for the first five years after graduation.
- NWEA's Measures of Academic Progress (MAP) to be used to show needs and progress in reading and math foundation skills.
- CLEDT to show progress for ELL students.
- SAT I and SAT II results for college bound students.
- Completion of all A to G requirements for college-bound students.
- Annual portfolios of student-selected work, reflections, resumes, and goals.
- School-created student questionnaires regarding attitudes, goals, and interests.
- A rubric of technological skills including keyboarding facility, basic computer use, mastery of MS Office applications, Internet search and retrieval, E-mail use, and various scientific and technological hardware.

California College, Career & Technical Education Center Charter Petition | 2010

- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.
- School-maintained records of attendance, suspension, and dropout rates.

Student Outcomes/Assessments/Performance Standards

Student Outcome	Assessment	Performance Standard
Students will graduate with the knowledge, skills, and motivation to enter a career	1. Graduate records 2. Student questionnaire	1. Records show that 75% of graduates go on to major in a field in community or 4 year university, choose a related technical program, or obtain a related job as a technician. 2. 80% of seniors state that they plan a related career on the questionnaire.
Students will develop a positive attitude towards learning and the subject matter.	Student questionnaire	85% of grades 11 and 12 students record positive attitudes about learning generally.
Students will develop clear life and career goals.	1. Student questionnaire. 2. Student Portfolios.	1. 90% of grades 11 and 12 students will identify life and career goals on a student questionnaire. 2. 90% of grades 11 and 12 students will include clear life and career goals in their portfolios.
Students will experience success in achieving their personal and academic goals.	1. Student questionnaire. 2. Student Portfolios.	1. 80% of grades 11 and 12 students will respond positively to questions about feeling successful. 2. 80% of grades 11 and 12 students will mention feelings of success in their portfolios.
Students will acquire the literacy skills necessary to succeed in college or a career.	1. ELL students will take the CELDT. 2. All students will take the MAP tests in grades 9 and 10. 3. The CAHSEE	1. 80% of ELL students will be re-designated to full English by their third year. 2. 75% of students will show grade level skills in reading by the end of the 11 grade. 3. 80% of grade ten students and 95% of grade eleven students will have passed the ELA section.
Students will acquire the foundation mathematics skills necessary to succeed in a career.	1. NWEA MAP achievement test in mathematics. 2. The CAHSEE	1. 75% of students will show grade level skills in mathematics by the end of the grade ten. 2. 80% of grade ten students and 95% of grade eleven students will have passed the math section.

California College, Career & Technical Education Center Charter Petition | **2010**

<p>Students will acquire the communication skills necessary to succeed in a career.</p>	<p>1. Annual school-wide writing assessment. 2. Student presentations.</p>	<p>1. 80% of students will reach the proficient level on the grade level writing rubric by the end of the eleventh grade. 2. 80% of students will reach the proficient level on a classroom presentation on a school-wide presentation rubric by the end of the tenth grade.</p>
<p>Students will acquire the ability to use symbolic (algebraic) and scientific reasoning and apply that reasoning to real world situations.</p>	<p>1. Teacher observations. 2. Student projects.</p>	<p>1. Teacher observations will show that 90% of students can reason symbolically and scientifically by the grade eleven. 2. Students will create 3 projects that show scientific reasoning by the end of the grade twelve.</p>
<p>Students will link new knowledge to their personal experiences.</p>	<p>1. Teacher observations. 2. Student portfolios.</p>	<p>1. Teachers will note that 80% of students are able to link new knowledge to their personal experiences during specific classroom discussions. 2. Student portfolios of 80% of students will show the link between knowledge and personal experience.</p>
<p>Students will be able to learn independently using a variety of resources.</p>	<p>1. Staff observations. 2. Student portfolios.</p>	<p>1. Teachers and instructional aides will note that at least 85% of students can work independently and complete assignments using a variety of resources. 2. 90% of student portfolios will show assignments completed from a variety of sources.</p>
<p>Students will demonstrate proficiency in mathematics up to and including geometry and Algebra II.</p>	<p>1. Student transcripts. 2. CST tests in geometry and algebra II.</p>	<p>1. 90% of graduates will have transcripts that show passing grades (C or better) in geometry and algebra II. 2. By the 3rd year 50% of students will obtain proficient or advanced and 80% of students basic or above on the CST for geometry and algebra II.</p>

California College, Career & Technical Education Center Charter Petition | 2010

Students will demonstrate proficiency in biology and chemistry.	1. Student transcripts. 2. CST tests in biology and chemistry.	1. 90% of graduates will have transcripts that show passing grades (C or better) in geometry and algebra II. 2. By the third year 50% of students will obtain proficient or advanced and 80% of students basic or above on the CST for biology and chemistry.
Students will demonstrate high rates of attendance and low rates of suspension and dropouts.	School records.	1. School records will show attendance rates of 90% the first year and 93% by the second year. 2. They will show suspension rates of less than 10% the first year and less than 5% thereafter. The dropout rate will be less than 10%.

C. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program. [Ref Criteria for Review; CCR-5, §11967.5.1(f)(3)(C) and California Education Code §47605(c)(2)J

The School collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, and the District in the following manner:

- School leadership, in collaboration with the teaching staff, will annually review the primary measures of school performance—the STAR and CAHSEE results—in order to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both levels.
- Performance data is processed and provided to staff in a graphic or tabular format that is easily understood.
- Staff will receive data on student achievement during staff meetings and use this data to help monitor and improve the School's education program. A data plan will be developed with an annual timeline for gathering and analyzing various student achievement data including STAR and CAHSEE results, classroom grades, six-week school-wide benchmark testing, the annual writing assessment, portfolios, and student questionnaires. The timeline will identify staff meetings in which teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Additionally, the review of the performance of at-risk and low achieving students will be ongoing throughout the year. Using this data, a Student Success Team (SST) may be convened to provide support to these students by creating a Personal Learning Plan.
- Parents and guardians will receive data on student achievement when they meet with their child's teacher at an annual parent conference. Parents will receive reports on STAR and CAHSEE by mail. They will also receive six week progress reports on classroom grades and the results of six-week benchmark testing by mail. Current classroom grades

including results for all assignments will be available to parents and students on the School's website by January of the first year. The School Accountability Report Card (SARC) will be published annually prior to the April deadline.

- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

Results of Assessments

The results of assessments are used to provide individual students and their families with a clear idea of how well the student is mastering the academic materials and the requirements of each course. Students needing extra assistance and/or time will have several resources available to them. Teachers meet regularly with their students one on one, academic tutors, internet web based curriculum, to mention a few. Students will be placed automatically into the next course level automatically that is a-g approved unless an SST or intervention suggests a different path. The Yolo and Sutter County communities and the anticipated parent base include many parents who speak more than one language. Specific efforts will be made by CCCTEC Charter to match ELL students with tutors fluent in the student's primary language.

The primary use of assessment results will be to inform the CCCTEC Charter regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. This use of assessment data will occur on four levels. The first level is to assist CCCTEC Charter to identify the progress of individual students, providing the opportunity to identify individual students who are making appropriate progress, those who are not, and those who are excelling. Using this information, teachers and the counseling staff can provide specific assistance to each student as needed. This includes counseling students on accelerated/enriched learning opportunities.

The second level of the assessment data use is to identify situations during the school year where groups of students are not meeting expectations in a specific class, course, or subject area. Teachers and/or departments will use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings.

The third level for the use of assessment data is to evaluate and continually improve the educational program through a review of the curriculum, instructional, and evaluation practices. For example, assessment results that show a broad lack of mastery in a specific topic or skill will trigger an evaluation by teachers, a department or the entire school of what is taught, what resources are available to teach it, how it is being taught, and the most appropriate manner to re-teach that specific content area.

Finally, as summarized in the Key Summative Outcome Goals, assessments provide an overview of the success of the CCCTEC Charter academic program as a whole. As a college preparatory school with extensive school to career options, the most critical data will include GPA, the percentage of students receiving acceptance to their college of choice, names of post-secondary institutions students are attending, and the average SAT, SAT 2, ACT scores of CCCTEC graduates along with information from graduates' Surveys. In-depth reviews of all aspects of the academic program (including academic achievement on standardized tests such as STAR-CST/SABE/2 & CAHSEE), consistent with CCCTEC Charter API Growth Plan, will be conducted

quarterly by the Board of Directors and the Executive Director, and as applicable, at designated staff meetings with teachers.

Edusoft

CCCTEC Charter intends to engage EduSoft to monitor standards-based instruction effectiveness and steer re-teaching for students throughout the year. This tool will support the four uses of assessment discussed above. EduSoft simplifies delivery, aggregation, and disaggregating of data, thus providing teachers and administrators with timely information that allows them to make better decisions and design more individualized learning and instructional programs. By using EduSoft, an important tool used in school districts and schools statewide, CCCTEC Charter will have the capacity to:

- Report the results of statewide pupil assessment programs in aggregate and disaggregate forms for analysis by administrators and teachers to plan for improved pupil achievement
- Quickly identify achievement gaps
- Link results of assessments to instructional strategies that are aligned to state adopted content standards and the curriculum frameworks.
- Provide information that can be tailored to individual pupils, classroom, school, and /or state level data
- Reduce overhead and additional cost of assisting teachers and school administrator to plan and
- Align instruction to address academic deficiencies and strengths identified by both standardized and criterion referenced academic assessments.

IV. GOVERNANCE AND CORPORATE STRUCTURE

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians in supporting the school's effort on behalf of the school's students. [Ref California Education Code §47605(b)(5)(D)) and Ref Criteria for Review; CCR-5, §11967.5.1 (f)(4)]

A. Legal Status: The School is a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the State of California. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. As such, the School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend, and hold harmless the State of California for damages resulting from the acts of the School. Consistent with the statutory intent of Education Code section 47604 (c), the State of California shall not be liable for the debts or obligations of the School. The School shall indemnify, defend, save, and hold the State of California, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents and by State of California employees while assigned to and under the supervision of the School during

California College, Career & Technical Education Center Charter Petition | 2010

the term of this charter or any renewal thereof. The State of California will not be liable for any actions taken by the School. The School will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the State of California's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the State of California's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and / or nonprofit organization of similar type and size, to protect both itself and the State of California. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the State of California and a copy of this policy will be available to the State of California upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the State of California will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc. The School further identifies its commitment to hold the State of California harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. We look forward to establishing appropriate Memoranda of Understanding with the State of California subsequent to charter approval to legally establish the specifics of our mutual relationship. The School will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

B. Conflict of Interest: A Conflict of Interest policy will be developed that complies with the Political Reform Act, Government Code Sections 87000 and nonprofit corporation law, which shall apply to all board members and employees. No Board of Directors member or employee of the School can be an employee or derive direct or law may permit indirect benefit from the activities of any vendor that the school may contract with in the future. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required.

C. Governance: Parent and community involvement in the governance of the school is assured by virtue of their participation in the Board of Directors and School Advisory Committees. The School will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

1. Board of Directors - The Board of Directors shall be the School's Governing Board and will include from five (5) to seven (7) voting board members. The Board of Directors will be selected

to represent the community-at-large, higher education, the business community, education, and families. All will be selected with skills and experience to match their Board responsibilities by a vote of the current Board. Attachment page 74 lists the initial seating of the Board of Directors. The Board of Directors shall exercise final authority on all matters concerning the School. The Board of Director's major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, approving the selection of the Director/*Principal*, and to ensure that all provisions of Charter School legislation will be followed. The Director will have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated and classified personnel as well as the recommending of independent contractors/vendors. All funds generated by the School will be expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). A State Department of Education and the California State Board (or Authorizing Agency) *representative may sit as a voting member of the Board of Directors.*

2. School Advisory Committees – The School will have three School Advisory Committees: Staff, Parent, and, Student. The Advisory Committees will provide advice and input to the Principal on general school issues, fundraisers, and other School interests and activities, and suggest policy to the board.

D. Meetings: All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least quarterly, and shall be held at a location within Yolo County of Office of Educations jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the School files. These records will be accessible for public and District review upon request.

E. Special Education: CCCTEC shall apply to the Yolo County Office of Education SELPA for the purposes of special education. The YCOE will provide special education funding and services for the School's special education pupils to the extent of the law. Specifically, the YCOE will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEA 1413(a)(5)]. As long as the School is an arm of the YCOE for special education purposes, the School will pay the YCOE the YCOE 's special education encroachment for each student. The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the YCOE preceding such plans.

F. Memorandum of Understanding: The details of the working relationship between the YCOE and the School will be delineated in a MOU. The School shall retain the right to separately purchase administrative or other services from the YCOE or any other service or entity. Any administrative services to be purchased from the YCOE shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the School on the YCOE.

G. Administrative Services: Where possible, and at a mutually agreed upon cost per child, the school does anticipate purchasing services from the YCOE. Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools. The specific terms and costs for these services, and any others that the YCOE may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the State Department of Education and the California State Board of Education provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has indicated a percentage in the budget that has been identified at law to compensate for such oversight services.

V. HUMAN RESOURCES

A. QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the qualifications to be met by individuals to be employed by the school. [Ref California Education Code §47605(b)(5)(E)]

CCCTEC Charter admission policies, employment practices, and all other operations will be non sectarian, will not charge tuition, nor discriminate against any applicant for employment or student.

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities by utilizing Ed-Join, newspapers and any available media to advertise open positions. The School believes that all of its employees and contracting entities play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, pupils and as well for the academic success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements for —highly qualified teachers' under the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition.

The School's key staff members will meet the following qualifications:

Teacher Qualifications

Include, but are not limited to, the following:

- Must hold a California Single-Subject Credential for the position applied for.

- Must have strong knowledge of the content area (preferably a degree in that area).
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target population.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of, and willingness to implement, standards-based instruction.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to support the school culture in the specific manner decided upon by a collaboration of staff members.
- Must demonstrate the ability and willingness to mentor students and work with them in one-on-one tutoring or small group tutorials.
- Spanish speaking applicants preferred.

Director/Principal Qualifications

The School's Director will be the instructional leader at the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition.

The qualifications include, but are not limited to, the following:

- Must possess a Masters Degree or PhD.
- Must possess a California Administrative Services Credential.
- Must possess a single subject secondary teaching credential.
- Must have been a successful administrator/principal at the secondary level for 7 years.
- Must have been a classroom teacher at the secondary level for 7 years.
- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design at the high school level.
- Entrepreneurial passion in carrying out the school's vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all ~~back office~~ operations.
- Sufficient understanding of charter school and non-profit law to advise the governing board.
- The ability to use assessment data in analyzing school performance

Office Manager Qualifications

The qualifications include, but are not limited to, the following:

The School's Office Manager will be responsible for overall front office activities, will report to the Director, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Willingness to support the goals of the Charter
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office

Instructional Aide Qualifications

Include, but are not limited to, the following:

- Ability to do community college level work in English language arts.
- Ability to work with high school students in a firm but positive manner.
- Some experience in the use of computers.
- Ability to work independently (without continuous direction) as well as with the educational team.
- Have a track record of dependability.
- Have a strong connection to the vision of the school.
- Some fluency in Spanish is highly desirable.

B. RETIREMENT, COMPENSATION AND BENEFITS

Provide a brief explanation of how the school will structure employee compensation to attract candidates with the necessary skills and experience. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. [Ref California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5, §1 1967.5.1 (f)(1)]

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.

All certificated staff members will participate in the State Teachers Retirement System (STRS) to the extent allowed by law. They shall retain all previous vested rights in STRS.

Classified staff will participate in the federal social security program. The Board of Trustees of the School will decide whether classified employees will participate in other, if any, retirement programs such as PERS or some alternative pension plan. Should the Board decide that all or certain classified employees will participate in PERS, those employees shall retain all previous vested rights.

To the extent allowed by law, the CCCTEC Charter board shall cooperate with the district to make participation in STRS and other existing District retirement plans available to teachers and other eligible persons working at CCCTEC Charter. Teachers and other persons working at

CCCTEC Charter will retain all previously vested right in their respective retirement systems, including but not limited to STRS, PERS and Social Security. The District agrees to cooperate, if needed, to facilitate participation in these plans by CCCTEC Charter staff. CCCTEC Charter board may establish retirement plans for employees that may include, but shall not be limited to, establishment of a section 403(b) plan, and/or contracting with STRS and/or PERS.

C. LABOR RELATION, EMPLOYEE REPRESENTATION

Make a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employee Relations Act (EERA). (Ref Education Code §47605(b)(5)(O).)

The Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (—EERA’). The charter school recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

D. RIGHTS OF RETURN, SCHOOL DISTRICT EMPLOYEES

Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code section 47605(b)(5)(M)

Any WUSD District employee who obtains employment with the charter school will have the right of return to employment in the district as per district policy and collective bargaining agreements. WUSD District employees will have no special rights to work in the charter school. Applications for employment by WUSD District employees will be evaluated on a similar basis as all other applicants. Washington Unified School District will affirmatively collaborate with CCCTEC Charter to announce transfer opportunities and provide descriptions of position openings in a timely fashion. CCCTEC Charter may employ staff on-loan from Washington Unified School District. CCCTEC Charter may employ staff, on-loan or permanently, from other entities including other districts and the Yolo County Office of Education.

E. HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff. [Ref California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5. 1(j)(6)]

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the State Department of Education and State Board of Education for review at least 30 days prior to operation.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The *Director/Principal* of the school shall monitor compliance with this policy

and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the *Director/Principal*. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (—~~HI~~V') and hepatitis B virus (—~~HB~~V').

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

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The 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 School shall

conduct fire drills monthly and in conjunction with the State of California *and local fire regulations*.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual 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 sexual harassment policy.

F. DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code section 47605(b)(5)(N)

The School and the State of California will be encouraged to attempt to resolve any disputes with the State of California amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the State of California, Charter School staff, employees and Board members of the Charter School and State of California agree to first frame the issue in written format (~~dispute~~ statement') and refer the issue to the State of California Superintendent and the *Director/Principal* of the Charter School. In the event that the State of California Board of Education Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the State of California's ability to proceed with revocation in accordance with Education Code Section 47607.

The State of California and the *Director/Principal* of the Charter School shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the 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 District Superintendent and the *Director/Principal* of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal 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 State of California and the *Director/Principal* of the Charter School. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the State of California and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the State of California and the Charter School.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

Admissions Requirements if applicable. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students. [Ref California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967. 5.1 (f)(8)]

A. STUDENT ADMISSION POLICIES AND PROCEDURES

CCCTEC Charter admission policies, employment practices, and all other operations will be non sectarian, will not charge tuition, nor discriminate against any student.

1. The charter school will admit all pupils who wish to attend as called for in Education Code § 47605.
2. The admissions process will not be determined according to the place of residence of the pupil or of his parent/guardian and will be designed to reach out to all families to enable the school to have a diverse student body.
3. The school may give admission preference to children of founding members of the charter not to exceed 5% of the charter school population.
4. Preference may be given to siblings of admitted students.
5. The School will be open to all students including those with special education needs. The School will support the administration of special education services at the school *site by applying to* the Yolo County Office of Education *SELPA*. (The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education) and participate in the search child/find efforts of the SELPA.
6. The school will not discriminate against any student.
7. Should the Charter School receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:
 - a. The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
 - b. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long (March, April, and May).
 - c. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
 - d. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
 - e. All interested parties will know, prior to the holding of the lottery, how many openings are available at each grade level in the school.
 - f. The following preferences will be extended to designated categories of students:
 - i. The number of Founders children enrolled shall not to exceed 5% of the population. Founders are defined to be the small group of people responsible for drafting the Charter petition and related documents and for provided efforts that resulted in the petition's approval.
 - ii. The targeted population—under-privileged students who are also underrepresented in careers - will have three ballots with their names on them entered into the drawing pool, while prospective students outside the targeted population will have two ballots in the pool.

iii. Siblings of students who have their names drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade.

iv. Children of employees shall receive the same statistical advantage as would a potential student who is within the target population identified in the charter (see item ii, above).

g. The lottery shall draw names from pools of ballots differentiated by grade level.

h. Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.

i. The drawing shall continue until all names for that grade level are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

j. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have 5 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 5-day period will forfeit their right to enroll their student in the school for that school year.

k. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.'

8. Prior to enrollment, the prospective student, preferably, but not necessarily, with a parent, must attend an open house and/or a private interview with the school counselor describing the school's mission, program, and requirements.

B. MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE

Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1 (f)(7)J

CCCTEC Charter will implement a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of WUSD:

1. The School will make the following measurable recruitment efforts and outreach programs during an open enrollment during the first year prior to opening. The recruitment and outreach efforts shall include:

a. Four community presentations shall be made in West Sacramento and adjacent communities having diverse populations in the majority languages represented by the prospective student population.

b. The charter school will partner with at least two community organizations in order to engage in recruitment efforts.

- c. The school will advertise in the print and non-print media on a monthly basis during the open enrollment periods, depending on availability of funds in the majority languages represented by the prospective student population.
- d. The School will provide informational materials to the community and surrounding communities in the majority languages represented by the prospective student population.
2. The School will have an initial open enrollment period for the first year of 90 days (March, April, and May).
3. The School will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.
4. The School will engage in ongoing recruitment and outreach efforts annually which are comparable with the first year of the charter and will furnish the State Department of Education and the State Board of Education annual documentation of ongoing recruitment and outreach efforts.

C. PUBLIC SCHOOLS ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the sccs who choose not to attend the charter school. [Ref California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

No student may be required to attend the Charter School. Students who reside within the *WUSD* who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

D. SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled. [Ref California Education Code §47605(b)(5)(J)]

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director/Principal's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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. The Charter School shall notify the State Department of Education and the State Board of Education of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the State Department of Education and the State Board of Education approval rights prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
 18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
 20. Committed sexual harassment.
 21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director/Principal or the Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director/Principal. The conference may be omitted if the Director/Principal 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 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.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Director/Principal or Director/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by

the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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 unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The 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 which shall be examined only by the 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 pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee 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 pupil, 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 his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director/Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 School.

The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the YCOE.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, 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 a transcript of grades or report card and health information.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the State Department of Education and the State Board of Education upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils 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.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director/Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

VII. FINANCIAL PLANNING, REPORTING, ACCOUNTABILITY

A. BUDGETS

Provide a proposed first-year operational budget, including startup costs Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)J

These budgets reflect an initial proposal. Budget with a final budget adopted in September. proposals will be updated in March and June

Additional Requirement 2, Provision of Financial Statements

“The petitioners 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.”

B. FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures.

If the School chooses YCOE to do its accounting, the county FIS system will be used to track finances. If the School chooses ExED, a comparable accounting system also using SACS (Standardized Account Code Structure) will be used. All transactions—incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers—will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by the selected back-office agency from FIS or similar accounting system.

The charter school will adhere to the district's reporting requirements.

California College, Career & Technical Education Center Charter Petition | **2010**

1. The School will provide the following reports as required by law:
 - a. CBEDS (California Basic Educational Data System).
 - b. ADA (Average Daily Attendance) reports J18/19.
 - c. SARC (School Accountability Report Card – charter schools may use their own formats).
 - d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district's 'Charter School Audit Guidelines' no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school's fund.

The WUSD shall use any financial information it obtains from the charter school, including, but not limited to the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

2. The School will provide the following data and reports as required by the State Department of Education and the State Board of Education:

- a. If placed on the 'Financial Watch List', monthly statements of accounts;
- b. Test results for all state mandated assessments, which are:
 - i. STAR (Standardized Testing and Reporting).
 - ii. CELDT (California English Language Development Test).
 - iii. SABE/2 (Spanish Assessment of Basic Education).

Changes in reporting requirements may be incorporated by reference into the school's charter when the school and district update their MOU.

C. INSURANCES

Agree that the school will 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, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref Criteria for Review; CCR-5, §11967.5.1 (c)(3)(C)]

The School will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size. The School will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the YCOE's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the State Department of Education's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the State of California. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School the State Department of Education and the State Board of Education. A copy of this policy will be available to the State Department of Education and the State Board of Education upon request.

D. ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services [Ref Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The School *will seek* to employ the services of the business office of the Yolo County Office of Education (YCOE), ExED, a firm providing business services to other charter schools, Natomas Charter School or Gateway Community Charters School. The criteria used to select the service provider will be based on cost (as a percentage of revenues), quality of service, including timeliness and accuracy of reporting, and transparency to the Director and/or the Board of Trustees. Inventory, capital inventory accounts, attendance accounting, and budget development will be carried out at the school site. Payroll, including retirement and benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P-2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school (such as Home Depot or Smart & Final) will be handled off-site by the selected business office provider using normally accepted controls. Credit card use will be overseen by the Director/*Principal* and those accounts will be maintained and paid through the business office provider. The Director/*Principal*, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. No checks will be issued at the school site. No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept in the school safe and promptly deposited when large amounts are accumulated.

Attendance Accounting

CCCTEC Charter will utilize PowerSchool systems for attendance tracking and reporting purposes, however, reserves the right to use the WUSD's SIS system if necessary. Attendance accounting procedures will satisfy requirements for WUSD, YCOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. *A memorandum of understanding will be obtained between the WUSD and the Charter school after authorization.*

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Business and Operations Management

CCCTEC Charter will handle many operational functions internally; however, the school will also contract with the Yolo County Office of Education or ExED, a business and financial service provider familiar with charter school operations, to assist with fiscal and back office management. The provider identified by the school will adhere to generally accepted accounting principles. The accounting system identified by the school will possess adequate internal controls and follow generally accepted accounting principles. The business services will include budgeting, fiscal planning, vendor management, personnel and payroll, accounts payable, attendance tracking, and completion and submission of compliance reports.

Facilities

CCCTEC Charter will be located within the Washington Unified School District, and will submit a facilities request for Prop 39 facility usage as needed. *CCCTEC will not be utilizing WUSD facilities however* it is understood that the CCCTEC Charter facilities

belonging to the District at the time of authorization shall remain the property of the District. The charter school cannot modify, construct, or reconstruct without District permission.

E. FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. [Ref California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

The facility the School will be located in West Sacramento, CA within the county of Yolo, State of California. The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection.

CCCTEC Charter will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools.

CCCTEC Charter, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

CCCTEC Charter reserves the right to operate additional sites within the Washington Unified School District and will provide notification to the district at least 90 days in advance of opening any additional site.

F. TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Transportation will not be provided by the School. Students beyond walking distance will be encouraged to use public transportation.

G. AUDITS

Describe the manner in which annual, independent financial audits will be conducted, which shall employ generally accepted accounting principles and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the charting authority. [Education Code Section 47605 (b) (5) (1) Ref Criteria for Review §11967. 5. 1(f)(9)]

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The School will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. All exceptions and deficiencies and their remedies will be communicated to the District in a timely matter. The Board of the School will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

The School will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through

California College, Career & Technical Education Center Charter Petition | 2010

the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The California State Department of Education and the State Board of Education shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not exceed one percent of the average daily attendance funds provided to the School, or not to exceed three percent, if the School uses California State Department of Education and the State Board of Education facilities, pursuant to the terms of the Charter School Act.

The California State Department of Education and the State Board of Education agrees to allow the School to separately purchase administrative or other goods or services from other vendors. The specific terms and cost of administrative or other goods or services purchased from other vendors shall be contained in the Memorandum of Understanding.

To the extent required by law, the School agrees to cooperate with the California State Department of Education and the State Board of Education in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)

The School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the California State Department of Education and the State Board of Education, the County Office of Education (COE), and/or from the Superintendent of Public Instruction and shall consult with the California State Department of Education and the State Board of Education, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the California State Department of Education and the State Board of Education with present and future line item budgets for the School as required by the California State Department of Education and the State Board of Education and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:

1. on or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
2. on or before December 15, an interim financial report. This report shall reflect changes through October 31.
3. on or before March 15, a second interim financial report. This report shall reflect changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year.

The charter school shall permit the California State Department of Education and the State Board of Education to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the California State Department of Education and the State Board of Education of such records is prohibited by law; the charter school shall promptly comply

with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)

The School shall comply with all laws establishing minimum age for public school attendance.

The School shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))

The charter will be a site-based school by SB740 standards but when independent study is provided, CCCTEC Charter will comply with all state laws relating to independent study as set forth in Education Code § 47612.5.

The School offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

H. CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by the charter authorizer or State Board of Education to revoke the school's charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close. [Ref California Education Code 47605(b)(5)(P)]

The following procedures apply regardless of the reason for closure. Closure of the School will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the California State Department of Education and the State Board of Education of the closure and of the effective date of the closure. The Board will ensure notification to the county office of education, CDE, SELPA, parents and students of the School of the closure and to provide 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 School. As applicable, the School will provide parents, students and the California State Department of Education and the State Board of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (—FERA—) 20 U.S.C. § 1232g. The School will ask the California State Department of Education and the State Board of Education to store original records of Charter School students. All records of the School shall be transferred to the California State Department of Education and the State Board of Education upon School closure. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the California State Department of Education and the State Board of Education promptly upon its completion. On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School. As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

I. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential civil liability effects of the charter school on the charter authorizer in which it will be located. [Ref California Education Code §47605(g)]

CCCTEC Charter shall be operated as 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 23701d. Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of 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 the California State Department of Education and the State Board of Education in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other California State Department of Education and the State Board of Education requested protocol to ensure the California State Department of Education and the State Board of Education shall not be liable for the operation of the Charter School. Further, Charter School and California State Department of Education and the State Board of Education shall enter into a memorandum of understanding, wherein Charter School shall indemnify California State Department of Education and the State Board of Education for the actions of the Charter School under this charter. The corporate bylaws of Charter School shall provide for indemnification of the California State Department of Education and the State Board of Education's, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. As stated above, the California State Department of Education and the State Board of Education shall be named an additional insured on the general liability insurance of the Charter School. The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter the California State Department of Education and the State Board of Education will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*

- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

CCCTEC pledges to work cooperatively with the California State Department of Education and the State Board of Education to answer any concerns over this document and to present the California State Department of Education and the State Board of Education with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

Attachments

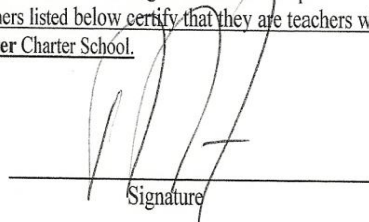
Attachment 1: Teacher Signatures

California College, Career & Technical Education Center Charter Petition | 2010

We the undersigned believe that the attached Charter for the creation of the California College, Career & Technical Education Center Charter School merits consideration and hereby petition the governing board of the Washington Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the California College, Career & Technical Education Center Charter School. The Petitioners for the California College, Career & Technical Education Center Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the California College, Career & Technical Education Center Charter School.

By the Lead Petitioner:

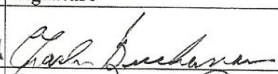




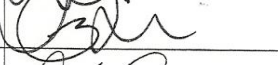
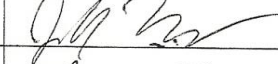

ROBERT PRESTON
Name


Signature

August 20, 2009
Date

The petitioners recognize ROBERT PRESTON as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the WASHINGTON UNIFIED SCHOOL DISTRICT governing board.

By the Petitioners:

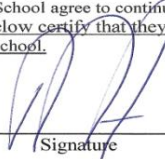
Print Name	Signature	Date	Credentials Held	Phone #
CHARLES BUCHANAN		08-25-09	Standard Secondary Administrative Services	520-756-9289
RONALD D. PINA		08-26-09	Standard Secondary (Social Studies (Life))	530-795-3385
Wesley Besseghini		09-30-09	Standard Secondary Physical Education	707-365-3253
Scott Winslow		8/30/09	LEVEL II Educational Specialist (Special Ed)	707-678-5944
Amy West		8/31/09	Standard Secondary Biological Sciences	707-693-6331
Marc Rodriguez		8/31/09	Soc. Sci Second	530 514 0814
Jeff Fair		9-4-09	Soc sci & spec ed	707 693-6331
Nick Gummire		9/1/09	Sta. sub. Eng + Admin	707-678-6350

California College, Career & Technical Education Center Charter Petition **2010**

We the undersigned believe that the attached Charter for the creation of the **California College, Career & Technical Education Center** Charter School merits consideration and hereby petition the governing board of the **Washington Unified School District** to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **California College, Career & Technical Education Center** Charter School. The Petitioners for the **California College, Career & Technical Education Center** Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the California College, Career & Technical Education Center Charter School.

By the Lead Petitioner:


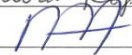
ROBERT PRESTON
 Name


 Signature

August 20, 2009
 Date

The petitioners recognize **ROBERT PRESTON** as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the **WASHINGTON UNIFIED SCHOOL DISTRICT** governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Cindy Moody-Princi		9/1/09	Admin .	707-693-6330 #7109
David Kopperud	David Kopperud	9-23-09	Admin + Teaching (Single Subject)	916-717-1155
PAUL Preston		9/23/09	Admin + Teaching	530 350 2633

California College, Career & Technical Education Center Charter Petition | 2010

Attachment 2: Articles of Incorporation, Corporate Bylaws

3198041

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

MAY - 4 2009

ARTICLES OF INCORPORATION
OF
California College, Career & Technical Education Center

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be **California College, Career & Technical Education Center**.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation 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 or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Robert P. Preston
1634 Portofino Dr.
Yuba City, CA 95993

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

California College, Career & Technical Education Center Charter Petition | 2010

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 4/30/09



Robert P. Preston, Incorporator



**BYLAWS
OF
California College, Career and Technical Education Center
CORPORATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The California College, Career and Technical Education Center Corporation ("the Corporation").

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located at 830 Jefferson, Suite 40, West Sacramento, California 95691. The board of directors of the Corporation (the "Board") may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws, as amended from time to time (the "Bylaws") opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The Corporation had been formed under the California Nonprofit Public Benefit Corporation Law for public, charitable, scientific and educational purposes. The purpose of this corporation is to manage, operate, guide, direct and promote charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions set forth in the California Nonprofit Corporation Law shall govern the construction of the Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation's properties and assets are irrevocably dedicated to public benefit purposes, as such purposes are set forth in the charter (the "Charter") of the Charter School, as amended from time to time. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts

California College, Career & Technical Education Center Charter Petition **2010**

and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
MEMBERS**

Section 1. MEMBERS. Each parent of a child enrolled in the Charter School in any given academic year shall be a Class A member of the Corporation. Class A members shall have the right to vote only for the election of members of the Board, and shall otherwise have no voting rights with respect to the Corporation's activities and operations. The Corporation's Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ANNUAL MEETING. All annual meetings of members shall be held during the fall term of the applicable academic year on a date and at a time designated by the Board; provided that notice of any such meeting is given in accordance with Article VI, section 4 of the Bylaws. Directors shall be elected and reports on the affairs of the Corporation shall be presented at each annual meeting of members.

Section 3. PLACE OF ANNUAL MEETINGS. All annual meetings of members shall be held anywhere in California, but unless otherwise designated, will be held at the Charter School, in a room to be specified in the notice calling such meeting.

Section 4. NOTICE OF MEETING. A written notice of each annual meeting of members shall be given not less than ten nor more than sixty days before the date of the annual meeting to each member entitled to vote thereat. Such notice shall state the date, place and hour of the meeting. The notice shall specify the nominees that, as of the time of the mailing of the notice, shall be presented for election. Notices shall be sent by mail to the address of each member as recorded on the books of the Corporation as of the Record Date (as defined below). If no address appears on the corporation's books and no address has been given, notice shall be deemed to have been given if either (i) notice is sent to that member by first-class mail or facsimile or other written communication to the corporation's principal office or (ii) notice is published at least once in a newspaper of general circulation in the county in which the principal office is located.

Section 5. DETERMINATION OF MEMBERS ENTITLED TO VOTE. A member's entitlement to vote for the directors of the Corporation shall be contingent upon having a child enrolled in the Charter School in the applicable academic year. Members entitled to vote at each annual meeting of members shall be determined based on the books of the Corporation as of September 1 of each academic year (the "Record Date"). There shall be one vote per student enrolled in the Charter School in the applicable academic year, allotted to the parent or legal guardian of each student enrolled in the Charter School.

Section 6. QUORUM. At least 25% of the number of members as of the Record Date for any academic year shall constitute a quorum at all annual meetings of members for the transaction of business at each annual meeting of members. When a quorum is present at any meeting, the vote of members present in person or validly submitted by ballot at or prior to the meeting shall decide any matter brought before such meeting.

Section 7. MEMBERSHIP NON-TRANSFERABLE. Class A membership shall be non-transferable, and shall terminate immediately and automatically once the child of a member is no longer enrolled as a student in the Charter School, as reflected on the books of the Corporation.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations set forth in the Articles of Incorporation of the Corporation (the "Articles") or the Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

California College, Career & Technical Education Center Charter Petition 2010

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of the Bylaws, but subject to the same limitations set forth therein, the Board shall have the power to do the following:

- (a) appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees, subject to the provisions of any employment agreement; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation and these bylaws; and fix their compensation, if any;
- (b) change the principal office, the principal business office, or any branch office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting described in these bylaws; and
- (c) borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Section 3. BOARD COMPOSITION. Directors shall be elected by a majority vote of the members eligible to vote at each annual meeting of members. A representative (the "Representative") of the authority that approves the Charter (the "Chartering Authority") shall be a non-voting guest member of the board.

Section 4. AUTHORIZED NUMBER OF DIRECTORS. The authorized number of directors shall be at least three but not more than eleven; provided that one ex officio non-voting seat shall be reserved, at all times, for the Representative. The exact number of directors shall be fixed within such limits, by a resolution adopted by a majority of the members of the Board then in office. The authorized number of directors may be changed at any time, by a resolution adopted by a majority of the members of the Board then in office.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. None of the persons serving on the Board may be "interested persons". An interested person is: (a) any person 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, however, any violation of this Section shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 6. DIRECTORS TERM Each director shall hold office for four years, and until a successor director has been designated and qualified. The Representative, in his capacity as an initial member, shall serve until the annual meeting of members to be held in the 2006-2007 academic year.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no funds of the Corporation may be expended to support a nominee without the Board's authorization by way of resolution.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of: (a) the death or resignation of any director; (b) the declaration by resolution of the Board of a vacancy in a seat on the Board resulting from a director having been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase in the authorized number of directors; (d) the failure of the members of the Corporation, at any annual meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; or (e) termination of the director's employment by the Charter School.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign at any time by giving written notice to the Executive Director or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later date for the resignation to become effective. If a director's

California College, Career & Technical Education Center Charter Petition **2010**

resignation is effective at a later date, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left with no duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS WITH CAUSE. The Board may remove a director for cause, by an affirmative vote of the majority of the Board, when a director has been:

- (c) found by a final order or judgment of any court to have breached any duty under Article 3 of the California Corporations Code.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by: (a) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211 as said chapter may be modified by subsequent legislation or (c) a sole remaining director.

DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within California that has been designated by resolution of the Board or in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950 et seq.) ("Brown Act") as said chapter may be modified by subsequent legislation.

Section 15. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board shall be held at least monthly during the calendar year, provided that notice of each annual and special meeting is provided in accordance with Article VII, Section 18 *. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. In addition, the Board shall hold a meeting immediately following each annual meeting of members for the purpose of appointing officers of the Board. The board may hold regular, special and emergency meetings. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board may be called for any purpose at any time by the President or a majority of the directors then in office.

Section 18. NOTICE OF SPECIAL MEETINGS. Notice of the time and place of special meetings shall be given to each director by: (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone,

California College, Career & Technical Education Center Charter Petition | 2010

including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to the Corporation.

The notice shall state the time of the meeting and the place, if the place is other than the Corporation's principal office and the business to be transacted at the meeting.

Section 19. QUORUM. A majority of the number of directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to: (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest; (b) approval of certain transactions between corporations having common directorships; (c) creation of and appointments to committees of the Board; and (d) indemnification of directors and officers. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors and officers will receive no compensation for their services as directors or officers. Directors and officers may receive such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. BOARD COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees to serve at the pleasure of the Board. Committees shall act in an advisory capacity with respect to the Board and shall report to the Board at its regular meetings, as required by the Board. Appointments to committees of the Board shall be by majority vote of the number of directors then in office. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- (c) fix compensation of employees, or of the directors for serving on the Board or on any committee;
- (e) amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;
- (g) expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- (h) approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with the Bylaws. If the Board has not adopted rules, the committee may do so. personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 24. NON-LIABILITY OF DIRECTORS. No director or officer shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

California College, Career & Technical Education Center Charter Petition | **2010**

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations, as amended from time to time.

**ARTICLE VIII
OFFICERS OF THE CORPORATION**

Section 1. OFFICERS. The officers of the Corporation shall be a Chairman of the Board who shall be known as the President of the Board (or "President"), a Vice- Chairman who shall be known as the Vice-President., a Chief Financial Officer, who shall be known as the Treasurer, a Secretary and an Executive Director.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be appointed by the majority of the members of the Board then in office following the annual meeting of members of the Corporation, and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract, if applicable.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint, by resolution of a majority of the members of the Board then in office, such additional officers of the Board that may be required, in the Board's discretion. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, if applicable, the Board may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later date specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time in writing. In the absence of the President, the Vice-President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time in writing.

Section 9. VICE PRESIDENT. If the President is absent or disabled, the Vice-President shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall have such other powers and perform such other duties as the Board may assign from time to time.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the principal office of the Corporation, a copy of the Articles and Bylaws, as amended to date.

The Secretary shall keep or cause to be kept, at the Corporation's principle office, or at a place determined by resolution of the Board a record of the Corporation's members, showing all member's names, addresses and class of membership.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Board may assign from time to time.

California College, Career & Technical Education Center Charter Petition | **2010**

Section 11. TREASURER. The Treasurer shall oversee the keeping and maintenance of adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

Section 12. EXECUTIVE DIRECTOR. The Executive Director shall supervise, direct and control the Corporation's day to day activities and affairs consistent with these bylaws and as outlined in the Executive Directors job specification and/or employment contract, if any, subject to the overall direction and supervision of the Board of Directors.³ The Executive Director has the responsibility of compiling the Board of Director's agenda in consultation with the President, who has veto power over the Executive Director.

ARTICLE IX

CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of the Corporation nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation, unless: (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction is entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of the Corporation if it:

- (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and
- (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of the Corporation.

ARTICLE X

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Attorney General of the State of California; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XI

INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporation Code §5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

ARTICLE XII

INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

ARTICLE XIII MAINTANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board and committees of the Board; and
- (c) Such reports and records as required by law
- (d) A record of each member's name, address, and class of membership.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. Each member shall have the right at any reasonable time to inspect the records of the Corporation. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California and federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board and committees of the Board at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal office the original or a copy of the Articles and Bylaws as amended to the current date, which shall be open to inspection at all reasonable times during office hours.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall cause an annual report to be sent to the Board and members within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) the assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (f) an independent accountant's report or if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either: (1) any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be

California College, Career & Technical Education Center Charter Petition | 2010

considered such an interest, or (2) any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

I certify that [am the duly elected and acting Secretary of the California College, Career and Technical Education Center Corporation, a California nonprofit public benefit Corporation; that these amended bylaws, consisting of 8 pages, are the bylaws of the Corporation as adopted by the Board on; _____ and that these bylaws have not been amended or modified since the date noted below.

Executed on _____ at _____ California.

_____,
Secretary

Attachment 3: River City High School Data

California Standardized Testing and Reporting (STAR)

River City Senior High School All Students

Total Enrollment on First Day of Testing:	1,367	County Name:	Yolo County
Total Number Tested:	1,348	District Name:	Washington Unified District
Total Number Tested in Selected Subgroup:	1,348	School Name:	River City Senior High School
		CDS Code:	57-72694-5735154

California Standards Test Summary Report - 2009

English-Language Arts (Grades 2-11)	
Students with Scores	1,348
% Proficient or Advanced	40.9 %
History (Grades 8 and 11, and end-of-course)	
Students with Scores	814
% Proficient or Advanced	35.0 %
Mathematics (Grades 2-7, and end-of-course)	
Students with Scores	1,299
% Proficient or Advanced	21.6 %
Science CST (Grades 5, 8, and 10)	
Students with Scores	457
% Proficient or Advanced	34.1 %
Science End-of-Course	
Students with Scores	1,158
% Proficient or Advanced	31.0 %

California Standardized Testing and Reporting (STAR)

River City Senior High School

All Students

Total Enrollment on First Day of Testing:	1,188	County Name:	Yolo County
Total Number Tested:	1,186	District Name:	Washington Unified District
Total Number Tested in Selected Subgroup:	1,186	School Name:	River City Senior High School
		CDS Code:	57-72694-5735154

California Standards Test Summary Report - 2008

English-Language Arts (Grades 2-11)	
Students with Scores	1,167
% Proficient or Advanced	39.8 %
History (Grades 8 and 11, and end-of-course)	
Students with Scores	685
% Proficient or Advanced	33.9 %
Mathematics (Grades 2-7, and end-of-course)	
Students with Scores	1,055
% Proficient or Advanced	30.7 %
Science CST (Grades 5, 8, and 10)	
Students with Scores	380
% Proficient or Advanced	39.7 %
Science End-of-Course	
Students with Scores	918
% Proficient or Advanced	32.9 %

California College, Career & Technical Education Center Charter Petition **2010**

Ninth Grade ELA	2003	2004	2005	2006	2007	2008	2009
N enrolled	421	433	476	461	439	482	541
Mean Scaled Score	332	323	336	337	374	343	342
Advanced	11	7	16	17	23	18	17
Proficient	19	22	22	24	21	29	28
Basic	39	39	31	32	30	29	29
Below Basic	18	18	20	16	16	17	18
Far Below Basic	13	14	12	11	11	8	7
Advanced/Proficient	30	29	38	41	44	47	45

Tenth Grade ELA	2003	2004	2005	2006	2007	2008	2009
N enrolled	342	405	406	445	405	390	467
Mean Scaled Score	322	321	322	323	324	330	329
Advanced	7	10	8	12	13	15	12
Proficient	21	19	20	20	20	21	25
Basic	37	34	37	33	26	31	32
Below Basic	21	21	21	19	26	19	17
Far Below Basic	14	16	14	17	14	14	14
Advanced/Proficient	28	29	28	32	33	36	37

Eleventh Grade ELA	2003	2004	2005	2006	2007	2008	2009
N enrolled	299	307	364	341	379	316	359
Mean Scaled Score	315	314	320	312	321	324	330
Advanced	5	7	9	8	16	12	14
Proficient	20	19	22	20	19	21	25
Basic	33	37	30	28	22	31	27
Below Basic	28	18	23	18	18	21	19
Far Below Basic	15	20	16	25	25	14	14
Advanced/Proficient	25	26	31	28	35	33	39

General Math EOC	2003	2004	2005	2006	2007	2008	2009
N tested	360	301	297	263	208	114	116
Mean Scaled Score	334	335	323	322	313	311	279
Advanced	8	5	2	2	0	0	0
Proficient	27	31	26	26	15	20	3
Basic	34	40	35	36	43	32	28
Below Basic	18	13	26	22	26	39	33
Far Below Basic	14	12	11	14	15	9	35
Advanced/Proficient	35	36	28	28	15	20	3
	AMO 9.6%	AMO 9.6%	AMO 20.9 %	AMO 20.9 %	AMO 20.9 %	AMO 32.2 %	AMO 43.5%

California College, Career & Technical Education Center Charter Petition **2010**

Algebra I EOC	2003	2004	2005	2006	2007	2008	2009
N tested	172	206	288	435	353	500	555
Mean Scaled Score	339	338	348	346	342	326	304
Advanced	2	2	6	7	6	4	3
Proficient	37	39	35	41	37	25	15
Basic	40	33	49	30	35	40	27
Below Basic	18	21	10	14	16	26	40
Far Below Basic	3	4	0	8	7	5	16
Advanced/Proficient	39	41	41	48	43	29	18

Integrated I EOC	2008	2009
N tested	101	
Mean Scaled Score	323	
Advanced	2	
Proficient	25	
Basic	37	
Below Basic	34	
Far Below Basic	3	
Advanced/Proficient	27	0

Geometry EOC	2003	2004	2005	2006	2007	2008	2009
N tested	74	134	174	231	147	209	446
Mean Scaled Score	368	335	358	330	332	340	319
Advanced	7	7	11	4	4	8	3
Proficient	66	29	40	26	29	27	23
Basic	20	40	38	45	41	44	35
Below Basic	5	21	10	21	22	18	35
Far Below Basic	1	3	0	3	3	3	4
Advanced/Proficient	73	36	51	30	33	35	26

Algebra II EOC	2003	2004	2005	2006	2007	2008	2009
N tested	54	64	69	92	123	98	131
Mean Scaled Score	350	335	327	340	324	340	323
Advanced	4	2	7	7	2	11	4
Proficient	44	34	26	35	28	28	27
Basic	43	39	33	35	34	39	34
Below Basic	9	23	22	18	28	15	27
Far Below Basic	0	2	12	5	7	7	8
Advanced/Proficient	48	36	33	42	30	39	31

California College, Career & Technical Education Center Charter Petition **2010**

HS Smtv Math EOC	2003	2004	2005	2006	2007	2008	2009
N tested	2	15	23	24	37	34	51
Mean Scaled Score	*	356	363	325	348	365	356
Advanced	*	0	9	0	14	12	12
Proficient	*	47	52	17	35	38	39
Basic	*	47	30	75	22	41	35
Below Basic	*	7	9	8	24	9	14
Far Below Basic	*	0	0	0	5	0	0
Advanced/Proficient	0	47	61	17	49	50	51

Earth Science EOC	2003	2004	2005	2006	2007	2008	2009
N tested	384	487	548	482	424	333	454
Mean Scaled Score	336	330	329	327	334	339	323
Advanced	12	12	10	10	10	14	7
Proficient	23	20	20	18	27	25	24
Basic	39	41	39	44	40	39	35
Below Basic	14	13	17	19	14	14	13
Far Below Basic	12	14	13	9	9	8	21
Advanced/Proficient	35	32	30	28	37	39	31

Biology EOC	2003	2004	2005	2006	2007	2008	2009
N tested	283	350	402	404	391	388	483
Mean Scaled Score	325	321	315	316	323	328	336
Advanced	5	5	2	4	5	9	13
Proficient	26	18	17	15	19	25	25
Basic	40	40	45	41	45	35	38
Below Basic	17	22	24	29	20	15	14
Far Below Basic	13	15	13	11	11	16	11
Advanced/Proficient	31	23	19	19	24	34	38

Life Science NCLB	2003	2004	2005	2006	2007	2008	2009
N tested				445	392	390	458
Mean Scaled Score				322	325	337	330
Advanced				9	12	17	15
Proficient				21	19	22	19
Basic				32	30	29	33
Below Basic				26	23	16	14
Far Below Basic				12	17	15	19
Advanced/Proficient	0	0	0	30	31	39	34

California College, Career & Technical Education Center Charter Petition **2010**

Chemistry EOC	2003	2004	2005	2006	2007	2008	2009
N tested	43	62	40	53	162	148	191
Mean Scaled Score	329	324	339	326	307	307	303
Advanced	5	3	5	0	4	4	0
Proficient	19	19	30	23	11	13	14
Basic	58	53	53	57	40	32	36
Below Basic	9	21	10	15	18	22	27
Far Below Basic	9	3	3	6	27	28	24
Advanced/Proficient	24	22	35	23	15	17	14

Physics EOC	2003	2004	2005	2006	2007	2008	2009
N tested	1	0	4	70	46	52	30
Mean Scaled Score	*	*	*	316	331	328	335
Advanced	*	*	*	1	7	4	10
Proficient	*	*	*	9	22	27	20
Basic	*	*	*	59	46	44	53
Below Basic	*	*	*	24	20	21	10
Far Below Basic	*	*	*	7	7	4	7
Advanced/Proficient	0	0	0	10	29	31	30

World History EOC	2003	2004	2005	2006	2007	2008	2009
N tested	333	390	391	430	406	395	477
Mean Scaled Score	328	315	315	314	316	318	314
Advanced	11	8	6	10	7	11	9
Proficient	19	19	22	16	16	19	19
Basic	33	25	30	32	33	26	28
Below Basic	17	18	18	16	22	14	15
Far Below Basic	20	30	24	27	22	31	30
Advanced/Proficient	30	27	28	26	23	30	28

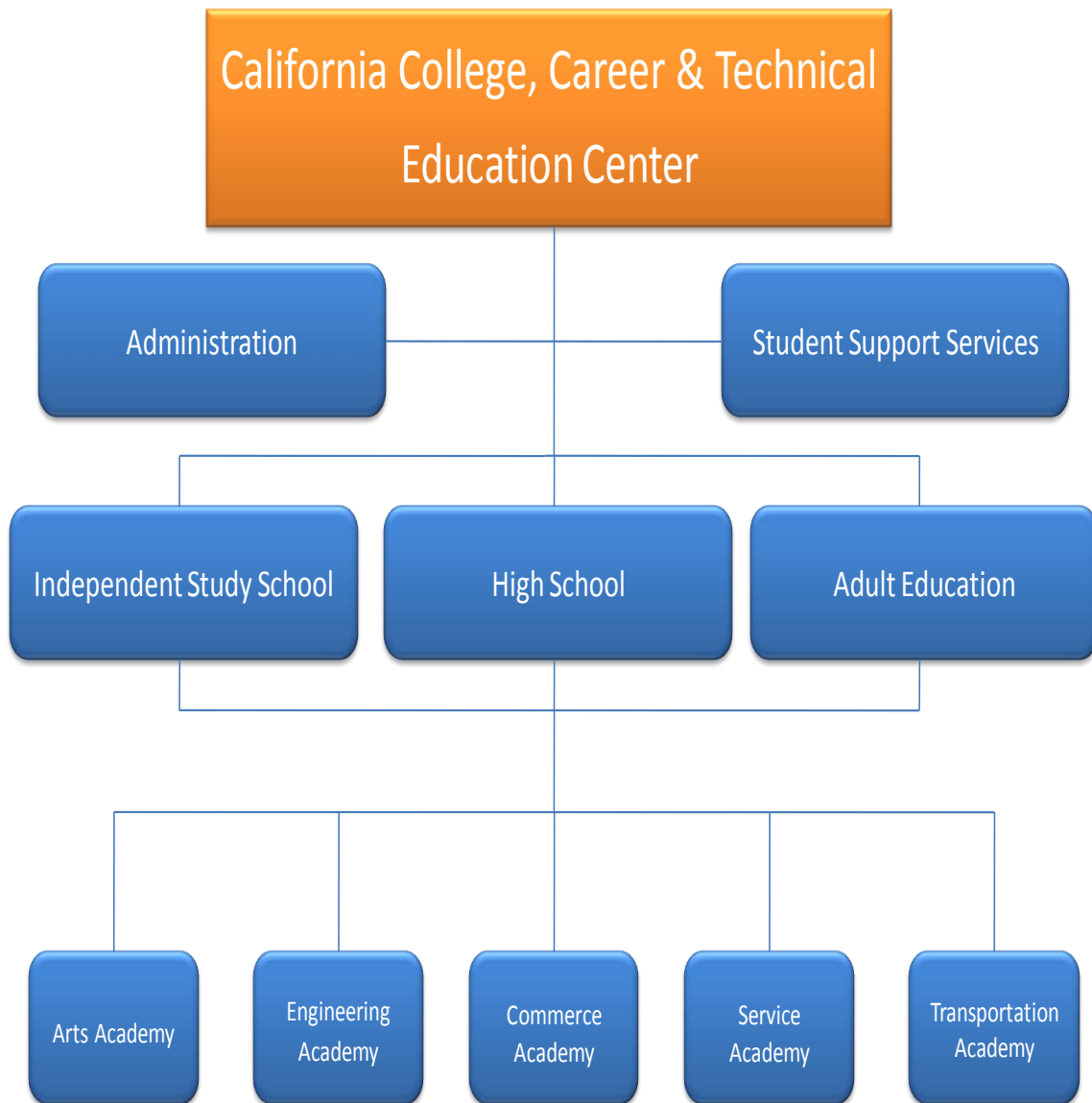
U.S. History EOC	2003	2004	2005	2006	2007	2008	2009
N tested	277	297	346	323	372	316	349
Mean Scaled Score	331	321	329	314	324	336	338
Advanced	8	10	13	4	9	13	19
Proficient	22	21	20	23	22	27	26
Basic	43	30	30	29	29	33	24
Below Basic	21	21	20	23	24	15	14
Far Below Basic	6	18	17	21	16	13	17
Advanced/Proficient	30	31	33	27	31	40	45

Attachment 4: Flow Chart, Sample Curriculum, Graduation Requirements.

California College, Career & Technical Education Center

Three Schools

Five Academies



The California College & Career Technical Education Center (CCCTEC) is comprised of three schools and five academies. Academies are only offered to Grades 9-12 students only.

The Schools

4 year high school servicing the needs of students who desire:

- A. A challenging University of California a-g standards based college preparatory curriculum that is career focused.
- B. A Career Technical Education through 1 of 5 Academies which serve as Career Pathways in Industry sectors that will move our country forward into the 21st Century.
- C. An educational emphasis on mastering knowledge and skills necessary to pass the California High School Exit Exam (CAHSEE) and to complete graduation requirements.
- D. To complete their high school experience by earning a high school diploma and be prepared for the future work force environment.
- E. The highest-quality distance-learning curriculum available today which provides an innovative, and highly effective education.

Independent Study School servicing the needs of students in grades 6 – 12 who desire:

- A. A non-classroom, standards-based independent study program.
- B. An educational emphasis on mastering knowledge and skills necessary to pass the California High School Exit Exam (CAHSEE) and to complete graduation requirements.
- C. To complete their high school experience by earning a high school diploma and be prepared for the future work force environment.
- D. The highest-quality distance-learning curriculum available today which provides an innovative, and highly effective education.
- E. A Career Technical Education through 1 of 5 Academies which serve as Career Pathways in Industry sectors that will move our country forward into the 21st Century

Adult Education School servicing the needs of adult students who desire:

- A. To complete their high school diploma and pursue life-long learning.
- B. Learn to speak English.
- C. Become United States Citizens.
- D. An educational emphasis on mastering knowledge and skills necessary to pass the California High School Exit Exam (CAHSEE) and to complete graduation requirements.
- E. A Career Technical Education which serves as a Career Pathway in Industry sectors that will move our country forward into the 21st Century.
- F. The highest-quality distance-learning curriculum available today which provides an innovative, and highly effective education.

The Academies

The following Industry Sectors and Pathways are found in the California College, Career & Technical Education Center's school program:

Arts, Media, and Entertainment Academy

Strands:

- A. Media Graphics (Apple Certification)
- B. TV / Radio Studio Production
- C. Theater Management
- D. Performing Arts

Engineering and Design Academy

Strands:

- A. Engineering Technology
- B. Environmental and Natural Science Engineering.
- C. Architecture

Commerce Academy

Strands:

- A. Construction
- B. CAD
- C. Agriculture
- D. Green Technology

Service Academy

Strands:

- A. Sports Management
- B. Culinary Professions,
- C. Health Services
- D. Legal, Law Enforcement, Security
- E. Fire Science
- F. Education
- G. Recreation, Event Planning,
Hospitality, Tourism

Transportation Academy

Strands:

- A. Automotive
- B. Marine
- C. Aeronautical

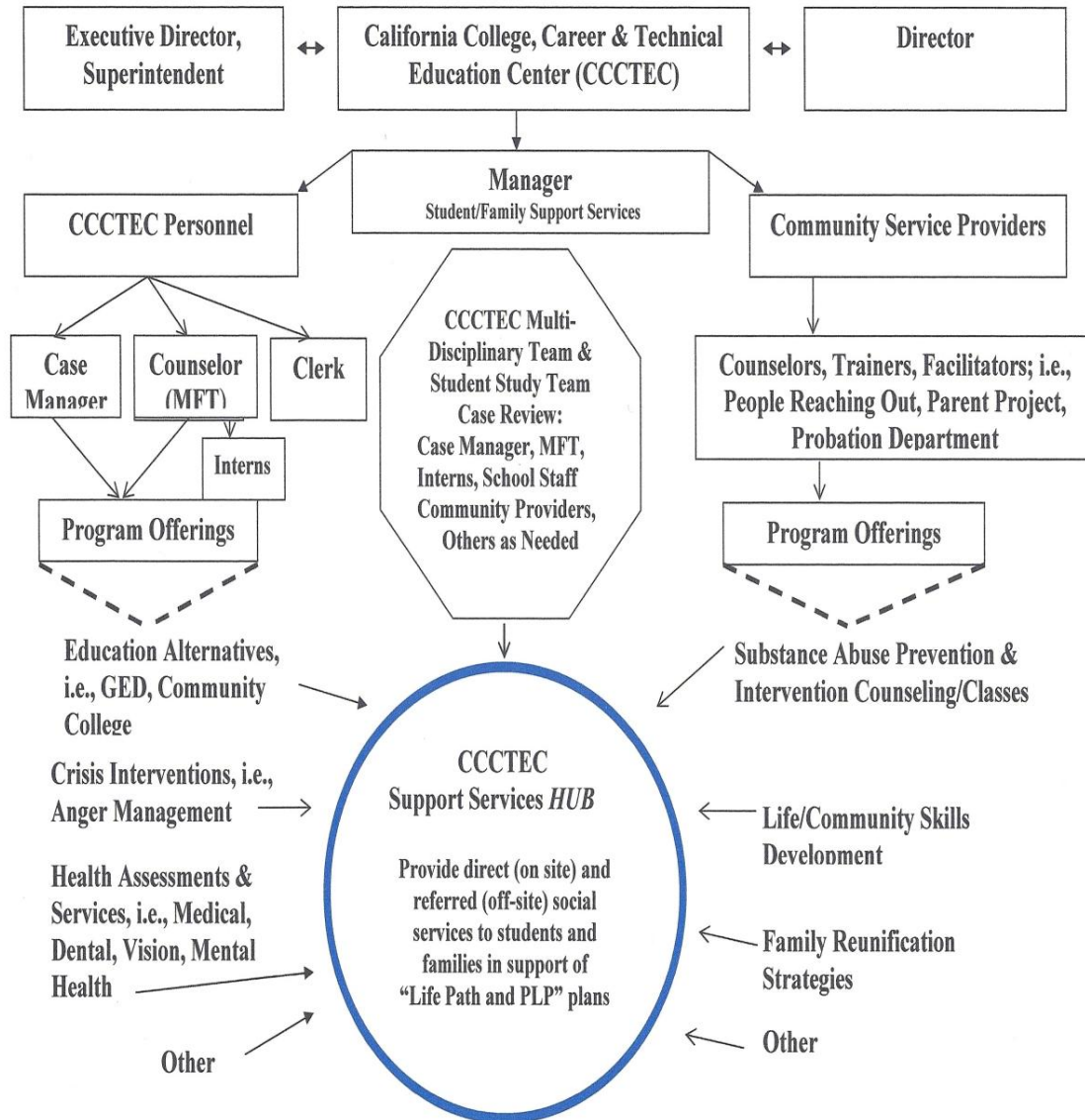
(A California Nonprofit Public Benefit Corporation)

CCCTEC Graduation Requirements

Required Course	Required Credits	UC/CSU Requirement
ENGLISH 4 years	40	4 years
MATH 3 years	30	3 years (Algebra, Geometry and Intermediate Algebra or Alg. 2/Trig)
SCIENCE (to include 1 yr. life science and 1 yr. physical science) 3 years	20	2 years Laboratory Science (Biology & Chem. Required)
SOCIAL SCIENCE World History (10) 1 year U.S. History (11) 1 year American Government (12) 1 Semester Economics (12) 1 Semester Health/Drivers Education 1 semester	10 10 5 5 5	2 years
PHYSICAL EDUCATION* 2 years	20	
ELECTIVES Foreign Language or Fine Arts 1 year	10	2 years Foreign Language 1 Year Visual and Performing Arts 1 year other (English Adv. Math, Social Science, History, Lab Science, Foreign Language)
Selected CCCTEC Electives	65 (75 Credits Depending on Pathway from PLP)	Certain CCCTEC Academy classes meet UC/CSU Requirements
TOTAL CREDITS REQUIRED:	220	

Students are required to pass the California High School Exit Exam (CAHSEE) 1 year of Algebra 1
See Additional Graduation Pathways Required to Meet Personal Learning Plan

**CALIFORNIA COLLEGE, CAREER & TECHNICAL EDUCATION CENTER (CCCTEC)
 STUDENT/FAMILY SUPPORT SERVICES DELIVERY – HUB MODEL**



California College, Career & Technical Education Center Charter Petition **2010**

Attachment 5: Budget See Attachments

Start-Up Budget

School Name: CCCTEC
Operating Year: Start-up Year (i.e. Prior to School Opening)
Time Period: 2009-2010

Enter Data in Yellow Boxes
Automatically Generated
Please Leave White Boxes Empty

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	0	
Projected Enrollment 4-6	0	
Projected Enrollment 7-8	0	
Projected Enrollment 9-12	250	
Total Projected Enrollment	250	
Certificated Salaries:		
Certificated Teachers FTE	\$ -	
Certificated Instructional Aides	\$ 5,500	
Certificated Administrations and Management	\$ 65,000	
Total Certificated Staffing Startup	\$ 70,500	
Classified Salaries		
Director	\$ 22,000	2-6 months Admin Salary
Admin Support	\$ 10,000	2-6 months Admin support
Sub-total	\$ 32,000	
Benefits		
STRS/PERS/QASDI/Medicare (16.5% salaries)	\$ 16,913	
Health and Welfare Benefits	\$ -	
Unemployment Insurance	\$ 1,025	1% of total salaries
Workers' Compensation Insurance	\$ 6,150	6% of total salaries
Retiree Benefits	\$ -	
Other Employee Benefits	\$ -	
Sub-total	\$ 24,088	
Facilities		
Lease Deposit, prepaid rent & rent	\$ 12,000	Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement	\$ 2,000	Contingent on lease, may be incorporated into lease.
Interior Decorating	\$ 1,000	Contingent on lease, may be incorporated into lease.
Network Wiring	\$ 1,000	Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server	\$ 1,000	Contingent on lease, may be incorporated into lease.
Sub-total	\$ 17,000	
Initial Staff Development		
Staff Orientation	\$ 5,000	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ 2,000	
Sub-total	\$ 7,000	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables	\$ 33,000.00	Contingent on grades, classrooms & enrollment: 1desk/student @ \$135; 1 table/4 students @ \$100
Students Chairs	\$ 6,000.00	2 chairs per student @ \$20 - \$50 each
Staff Workstations, Desks & Chairs	\$ 5,000.00	Two chair(s)/one desk per staff or teacher @ \$300-500
Book shelves	\$ 2,000.00	One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets	\$ 3,000.00	One per certificated teacher & one per classified staff @ \$300-500
Fire Proof Storage Student Records & MIS Backup	\$ 3,000.00	One @ \$500-\$1000
Bulletin Boards, Dry Erase Boards	\$ 1,500.00	One - Two per certificated teacher \$150
Storage Cabinets	\$ 1,000.00	As needed
Sub-total	\$ 54,500	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ 50,000	\$200-300 per student
Teacher/Students Computer(s)	\$ 10,000	One per every 10-20 students, One per certificated teacher @ \$1500-2000
Classroom Printer(s)	\$ 3,000	One per every 5-7 Computers @ \$500-1000
Classroom Software License(s)	\$ 10,000	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Classroom Fax Machine(s)	\$ 12	One fax machine for instructional communications @ \$100 - \$500
Television(s)	\$ 3,000	One for every 5 certificated teachers @ \$350-\$500
VCR(s)/DVD(s)	\$ 1,000	One for every 5 certificated teachers @ \$150-\$200
Overhead Projector(s)	\$ 2,000	One for every 5 certificated teachers @ \$250-\$400
Video Display Projection System(s)	\$ 8,000	One for every 5 certificated teachers @ \$1000-\$1500
Projection Screen(s)	\$ 1,000	One for each classroom @ \$150
Public Address System	\$ 1,000	One for the school @ \$750-1500

California College, Career & Technical Education Center Charter Petition **2010**

	Sub-total	\$ 89,012	
Office Equipment & Supplies			
	First Aid Kit(s)	\$ 300	One - Two per school @ \$300
	Copier Lease or Purchase?	\$ 3,000	Assumption - Lease
	Initial Office Supplies & Equipment	\$ 1,000	
	Fire Extinguishers	\$ 500	As required by occupancy - assume one per classroom @ \$50
	Cleaning Equipment/Supplies	\$ 500	
	Telephone System	\$ 500	One for the school @ \$500-1500
	Admin Computer(s)	\$ 3,000	One per admin staff @ \$1500
	Admin Printer(s)	\$ 1,000	One public & one secure printer @ \$500-1000
	Admin Software License(s)	\$ 1,000	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
	Admin Fax Machine(s)	\$ 500	One for admin communications @ \$350-\$750
	Tool Kit	\$ 200	One for the school @ \$150-\$350
	Misc	\$ 1,000	
	Sub-total	\$ 12,500	
Professional Services & Consultants			
	Legal	\$ 7,500	Assumes contracts @ \$2500-\$7500
	Testing, Accountability & Assessment	\$ 1,000	Assumes contracts @ \$2500-\$7500
	Finance & Operations	\$ 1,000	Assumes contracts @ \$2500-\$7500
	Special Education	\$ 2,000	Assumes contracts @ \$2500-\$7500
	Technology	\$ 3,000	Assumes contracts @ \$2500-\$7500
	Sub-total	\$ 14,500	
	TOTAL	\$ 321,100	

California College, Career & Technical Education Center Charter Petition **2010**



CHARTER SCHOOL PLANNING BUDGET

School Name: California College, Career & Technical Education Center

Operating Years: Startup - Year 5

Time Period: 2010-2014

Enter Data in Yellow Boxes
Automatically Generated
Please Leave White Boxes Empty

COLA 1.0%

Object Code	Description	Startup	2010-11	2011-12	2012-13	2013-14	2014-15
REVENUES							
Revenue Limit Sources							
8015	General Purpose Entitlement Block Grant						
	Grades K - 3	\$4,794	\$ -	\$ -	\$ -	\$ -	\$ -
	Grades 4 - 6	\$4,866	\$ -	\$ -	\$ -	\$ -	\$ -
	Grades 7 - 8	\$5,005	\$ -	\$ -	\$ -	\$ -	\$ -
	Grades 9 - 12	\$5,005	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Revenue Limit Sources		\$ 1,379,400	\$ 2,179,744	\$ 2,935,389	\$ 3,705,928	\$ 3,742,988
Federal Revenues							
8290	No Child Left Behind (Title I)		\$ 79,704	\$ 111,300	\$ 159,900	\$ 199,752	\$ 199,752
8110	CDE PCS Grant	\$ 450,000	\$ 150,000	\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ 25,000	\$ 25,000	\$ 25,000
8220	Child Nutrition - Federal		\$ 40,000	\$ 40,000	\$ 45,000	\$ 60,000	\$ 60,000
8260-8299	Other Federal Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Federal Revenues		\$ 480,000	\$ 269,704	\$ 161,300	\$ 229,900	\$ 284,752
Other State Revenue							
8480	Categorical Block Grant	\$404	\$ 95,950	\$ 145,364	\$ 195,757	\$ 247,143	\$ 249,615
8321	Special Education - State	\$410	\$ 97,375	\$ 146,063	\$ 194,750	\$ 243,130	\$ 243,130
8556	State Lottery	\$124	\$ -	\$ 29,450	\$ 44,617	\$ 60,084	\$ 75,856
8536	Class Size Reduction	\$1,070	\$ -	\$ -	\$ -	\$ -	\$ -
8584	EIA	\$315	\$ 78,540	\$ 98,281	\$ 167,082	\$ 210,997	\$ 213,107
8536	All Other State Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Other State Revenues		\$ 271,871	\$ 419,168	\$ 602,186	\$ 761,366	\$ 781,708
Other Local Revenue							
8600	Transfers from Sponsoring LEA		\$ -	\$ -	\$ -	\$ -	\$ -
8660	Interest		\$ -	\$ -	\$ -	\$ -	\$ -
8699	Fundraising Trust Fund Activities		\$ 30,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
8700	Other Grants		\$ 10,000	\$ 10,000	\$ 15,000	\$ 15,000	\$ 20,000
8710	All Other Local Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
8979	Loan Financing (e.g. Charter School Revolving Loan)		\$ 225,000	\$ -	\$ -	\$ -	\$ -
	Total, Local Revenues		\$ 40,000	\$ 270,000	\$ 46,000	\$ 60,000	\$ 65,000
	TOTAL REVENUES		\$ 490,000	\$ 2,190,975	\$ 2,795,202	\$ 3,817,474	\$ 4,802,035
EXPENDITURES							
Certificated Salaries							
1100	Teacher Salaries		\$ 495,000	\$ 681,750	\$ 1,009,899	\$ 1,344,543	\$ 1,357,988
1170	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 19,800	\$ 27,270	\$ 40,396	\$ 53,782	\$ 54,320
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ 25,000	\$ 25,250	\$ 76,508	\$ 103,030	\$ 104,080
1300	Certificated Supervisor and Administrator Salaries	\$ 65,000.00	\$ 105,000	\$ 106,050	\$ 107,111	\$ 216,363	\$ 218,527
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Certificated Salaries		\$ 650,000	\$ 844,300	\$ 1,233,913	\$ 1,717,718	\$ 1,734,895
Classified (non-certificated) Salaries							
2100	Instructional Aide Salaries		\$ 20,000	\$ 20,200	\$ 61,206	\$ 61,818	\$ 62,436
2200	Non-certificated Support Salaries		\$ 20,000	\$ 20,000	\$ 40,400	\$ 61,206	\$ 61,818
2300	Non-certificated Supervisor and Administrator Salaries	\$ 40,000.00	\$ 95,000	\$ 95,950	\$ 96,910	\$ 97,879	\$ 98,857
2400	Clerical and Office Salaries	\$ 25,000.00	\$ 40,000	\$ 80,800	\$ 122,412	\$ 123,636	\$ 124,872
2900	Other Non-certificated Salaries (IT support, etc.)	\$ 5,000.00	\$ 25,000	\$ 25,000	\$ 25,250	\$ 25,503	\$ 25,758
	Total, Non-certificated Salaries		\$ 70,000	\$ 200,000	\$ 241,956	\$ 346,178	\$ 370,041
Employee Benefits							
3101-3302	STRS/PERS/CASD/Medicare (10.2%-Certificated, 16.67%-Classified)		\$ 97,490	\$ 123,748	\$ 180,139	\$ 232,147	\$ 234,469
3401-3402	Health and Welfare Benefits		\$ 108,000	\$ 138,000	\$ 252,000	\$ 322,000	\$ 322,000
3501-3502	Unemployment Insurance 1%		\$ 8,448	\$ 10,823	\$ 15,801	\$ 20,878	\$ 21,086
3601-3602	Workers' Compensation Insurance 4%		\$ 33,792	\$ 43,291	\$ 63,204	\$ 83,510	\$ 84,345
3701-3702	Retiree Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Employee Benefits		\$ 247,730	\$ 316,862	\$ 511,143	\$ 668,536	\$ 661,901
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials		\$ 43,750	\$ 65,625	\$ 87,500	\$ 109,375	\$ 109,375
4200	Books and Other Reference Materials		\$ 12,500	\$ 18,750	\$ 25,000	\$ 31,250	\$ 31,250
4300	Materials and Supplies		\$ 37,500	\$ 56,250	\$ 75,000	\$ 93,750	\$ 93,750
4400	Non-capitalized Equipment (computers, printers, servers)		\$ 12,500	\$ 18,750	\$ 25,000	\$ 31,250	\$ 31,250
4700	Food		\$ 5,000	\$ 10,000	\$ 15,000	\$ 20,000	\$ 25,000
	Total, Books and Supplies		\$ 89,100	\$ 111,250	\$ 169,375	\$ 226,625	\$ 290,625
Services and Other Operating Expenditures							
5200	Travel and Conferences		\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
5300	Dues and Memberships		\$ 3,250	\$ 3,875	\$ 4,500	\$ 5,125	\$ 5,125
5400	Insurance		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
5500	Utilities and Housekeeping Services	\$ 2,000.00	\$ 35,000	\$ 35,000	\$ 45,000	\$ 45,000	\$ 45,000
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ 17,000.00	\$ 194,354	\$ 304,352	\$ 411,943	\$ 510,000	\$ 527,263
5800	Professional/Consulting Services and Operating Expend.	\$ 21,500.00	\$ 48,000	\$ 42,000	\$ 42,000	\$ 42,000	\$ 42,000
5900	Communications (Phones, ISP, Internet)	\$ 2,000.00	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
	Total, Services/Other Operating		\$ 42,500	\$ 327,004	\$ 492,727	\$ 665,443	\$ 661,125
Capital Outlay							
6100-6170	Land and Land Improvements		\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings		\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
6300	Books and Media for New Libraries		\$ 50,000	\$ 30,000	\$ 35,000	\$ 35,000	\$ 35,000
6400	Equipment (computers, servers, etc. over \$5,000)		\$ 10,000	\$ 50,000	\$ 50,000	\$ 70,000	\$ 80,000
6490	Furniture	\$ 54,500.00	\$ 25,000	\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000
6500	Equipment Replacement		\$ 2,000	\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000
	Total, Capital Outlay		\$ 64,500	\$ 237,000	\$ 269,000	\$ 295,000	\$ 311,000
Other Outgo							
7110-7143	Tuition to Other Schools		\$ 30,000	\$ 35,000	\$ 40,000	\$ 45,000	\$ 50,000
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)		\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers		\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (1%-3%) 1% set as default		\$ 14,754	\$ 23,251	\$ 31,311	\$ 39,531	\$ 39,926
7430	Loan Repayment		\$ -	\$ 50,000	\$ 50,000	\$ 62,500	\$ 62,500
7438	Debt Interest		\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	Total, Other Outgo		\$ 74,754	\$ 139,251	\$ 162,311	\$ 178,031	\$ 183,426
	TOTAL EXPENDITURES		\$ 321,100	\$ 1,843,138	\$ 2,397,485	\$ 3,283,488	\$ 4,166,075
	Cash Reserve Requirement (5% of Categorical and Block Grants)		\$ 73,768	\$ 116,255	\$ 156,557	\$ 197,654	\$ 199,630
	Excess of Revenues over Expenditures and Reserve		\$ 168,900	\$ 274,070	\$ 281,463	\$ 367,429	\$ 438,306
	Beginning Cash Balance (less reserves)	\$ 10,000.00	\$ 178,900	\$ 452,970	\$ 734,433	\$ 1,101,862	\$ 1,540,168
	Net Cash Balance	\$ 178,900	\$ 452,970	\$ 734,433	\$ 1,101,862	\$ 1,540,168	\$ 1,980,019
	Cumulative Reserve Total		\$ 73,768	\$ 190,023	\$ 346,580	\$ 544,234	\$ 743,864
	Total Cash Balance Including Reserves		\$ 178,900	\$ 626,738	\$ 924,485	\$ 1,448,441	\$ 2,223,883

Attachment 6: Standards-based local board adopted texts

Standards-based local board adopted texts

Washington Unified School District

Adopted Instructional Materials

08-09

English/Language Arts K-5	Open Court, 2002, SRA
English/Language Arts (6 th – 8 th grade)	Holt, 2003
Spanish Language Arts K-3	Foro Abierto, 2002, SRA
English/Language Arts 9-12	Holt, 2003
Mathematics, K-6 (K-3 purchased in Spanish for bilingual classes)	California Math, 2001, Scott Foresman
Mathematics 7 th – 12 th	Algebra Readiness, 2009, Prentice Hall
Press	Discovering Algebra (Algebra 1), 2008, Key Curriculum Press
	Discovering Geometry, 2008, Key Curriculum Press
Press	Discovering Advanced Algebra (Alg II), 2008, Key Cur.
	Integrated Math, 2002, McDougal Littell
	Math Analysis, 2001, Addison-Wesley
	Calculus, 1999, Scott Foresman
	AP Statistics, 2008, W.H. Freeman & Company
History, K-6 (K-3 purchased in Spanish for bilingual classes)	Reflections, Harcourt Brace, 2006

California College, Career & Technical Education Center Charter Petition | 2010

History, 7	World History, 2006, McDougal Littell
History, 8	American History, 2006, McDougal Littell
History, 9	World Geography, 2006, McDougal Littell
History, 10	Modern World History, 2006, McDougal Littell AP European History, 2006, Houghton Mifflin
History, 11	The Americas, 2006, McDougal Littell AP U.S. History, 2006, Houghton Mifflin
History, 12	Economics, 2003, Holt American Government, 2003, Houghton Mifflin AP Government, 2004, Houghton Mifflin Psychology, 1998, Holt
Science, K-5	Scott Foresman, 2007 (K-3 purchased in Spanish for bilingual classes)
Science, 6	Earth Science, 2007, Holt
Science, 7	Life Science, 2007, Holt
Science, 8	Physical, 2007, Holt
Science, 9	Earth Science, 2004, Glencoe
Science, 10	Biology, 2004, Glencoe AP Biology, 2004, Pearson Education
Science, 11 & 12	Anatomy & Physiology, 2004, Prentice Hall Chemistry, 2004, Glencoe Chemistry in the Community, 2006, W.H. Freeman Physics, 2004, Holt

Attachment 7: Instructional Phase Plan, Calendar, Class Schedules

Instructional Phase Plan

(There are data-driven modifications as needed.)

Phase I: Beginning of Year 1 (Summer 2010)

- Summer Intervention Boot Camp (for math and literacy skill development)
- Initial assessments of student needs
- Classroom instruction with initial researched curricular materials
- Begin extended period courses and regular length courses
- Initial courses offered during first semester 2010:
 - Earth Science, Biology, and Biology Extended
 - Algebra I Extended, Algebra I, and Geometry
 - English I and II
 - Geography/Technology, World History
 - Spanish, Literacy Foundation Skills
 - Career Development classes in Academies
 - Industrial Arts 1 Metal/ Woods in Academies
- Mentored Instruction
- Technology-assisted instruction
- Staff development opportunities to align curricular materials to the state standards and develop sequential benchmark assessments
- Staff development opportunities to develop technology-assisted instruction program and align curricular materials to specific needs of target student population
- Staff development on maximizing mentored instruction and tutoring
- Staff development in learning mastery
- Staff development on leading career development classes.

Phase II: Year 1 (January-July 2011)

- Classroom instruction with improved, integrated and/or newly developed curricular materials
- Expand technology-assisted instruction
- Staff development opportunities to develop extended learning situations including concentrated literacy and math opportunities
- Staff development opportunities to improve and integrate the curricula, analyze assessments and modify program, instruction and curricula

Phase III: Year 2 (August 2012)

- Institute cross-linked science and humanities instruction and curricula
- Add courses:

Chemistry Extended, Chemistry

Algebra II

English III

American History

Art

Entrepreneurial Skills

- Staff development opportunities to develop transition to post-secondary support programs and expand curricular materials

Expand offerings in all Academies

Phase IV: Year 3 (August 2013)

- Begin transition to post secondary support programs
- Add courses:

Biotechnology

Algebra II Extended, Pre-Calculus

English IV

Civics and Economics

Multimedia /Advanced Technology

Drama

Intermediate Entrepreneurial Skills

Internships/Exploratory Projects

Senior Project

- Staff development opportunities to further develop transition to post-secondary support programs and expand curricular materials

Expand offerings in all Academies

Phase V: Year 4 (August 2014)

- Add courses:

AP Biology, Physics

Calculus, AP Statistics

AP Literature

Advanced Business Skills

- Staff development opportunities to further develop transition to post-secondary support programs and technology assisted learning and expand and improve curricular materials .

Calendar and Daily Schedule

The school will offer at a minimum the number of instructional minutes set forth in the education code for grades nine through twelve.

Possible CCCTEC Charter Calendar 2010/11

(Includes 186 days of instruction and four staff development days within the year.)

2010

August 2 Monday Office opens
August 9 Monday All students attend orientation
August 11 Wednesday First day of core classes
September 6 Monday Labor Day (Holiday)
October 15 Friday First progress reports mailed home
October 20 Wednesday PSAT administered at **CCCTEC Charter**
October 21-22 Thursday-Friday Parent Conferences
November 11 Thursday Veteran's Day (Holiday)
November 19 Friday Second progress reports mailed home
November 25-26 Thursday-Friday Thanksgiving Holiday
December 16-17 Thursday-Friday Finals/End of first semester
December 20-21 Monday-Tuesday Staff development days
Dec. 20-Jan 3 Winter Recess

2011

January 4 Tuesday School Resumes/Second semester begins
January 7 Friday First semester grades mailed
January 17 Monday Martin Luther King, Jr. Day (Holiday)
February 1 Tuesday Last day to drop electives
February 14 Monday President's Day (Holiday)
February 18 Friday First progress reports mailed home
March 17-18 Thursday-Friday Staff development days
March 20-April 4 Spring Recess
April 7 Monday Classes Resume
May 6 Friday Second progress reports mailed home
May 10-11 Tuesday-Wednesday State Testing
May 30 Monday Memorial Day (Holiday)
June 7-8 Wed/Thurs Finals
June 9 Friday Last day

Bell Schedule

MONDAY - TRADITIONAL

Period	Time	Minutes
0	6:45 - 7:47	62
1	8:00 - 8:52	52
2	9:02 - 9:59	52
Break	9:54 - 9:59	5
3	10:09 - 11:01	52
4	11:11 - 12:03	52
Lunch	12:03 - 12:38	35
5	12:48 - 1:40	52
6	1:50 - 2:42	52

TUESDAY (NO 0 PERIOD)

Period	Time	Minutes
Teacher PLC	7:15 - 7:55	40
2	8:05 - 9:45	100
Tutorial	9:55 - 10:25	35
Break	10:25 - 10:30	5
4	10:40 - 12:20	100
Lunch	12:20 - 12:55	35
6	1:05 - 2:45	100

WEDNESDAY/FRIDAY (BLOCK)

Period	Time	Minutes
0	6:45 - 7:50	65
1 (Wed/Fri)	8:00 - 9:40	100
Tutorial	9:50 - 10:25	35
Break	10:25 - 10:30	5
3 (Wed/Fri)	10:40 - 12:20	100
Lunch	12:20 - 12:55	35
5 (Wed/Fri)	1:05 - 2:45	100

California College, Career & Technical Education Center Charter Petition **2010**

THURSDAY

Period	Time	Minutes
0	6:45 - 7:50	65
2	8:00 - 9:40	100
Tutorial	9:50 - 10:25	35
Break	10:25 - 10:30	5
4	10:40 -12:20	100
Lunch	12:20 - 12:55	35
6	1:05 - 2:45	100

MINIMUM DAY SCHEDULE

Period	Time
0	6:45 -7:50
1/2	8:00 - 9:25
3/4	9:35 - 11:00
5/6	11:10 - 12:35

Attachment 8: Works Cited

THE SACRAMENTO BEE sacbee.com

This story is taken from Sacbee / Our Region

By 2015, a regional job surge is forecast, but it poses a quandary

Vocations won't need a 4-year degree

dkollars@sacbee.com Published Monday, Jun. 16, 2008

A fresh jobs forecast for the Sacramento region shows tens of thousands of new openings coming our way, but not all are the type public schools are emphasizing.

Although a major push has taken hold in public schools to get all high school graduates ready for college, the new work force study found the vast majority of jobs will require no postsecondary education.

"Employers are going to have a lot of jobs, good quality jobs, that won't require four years of college," said David N. Butler, chief executive officer of the nonprofit Linking Education and Economic Development, or LEED, which was involved in the study.

The 2008 Regional Workforce Forecast, released earlier this month, is a massive and unprecedented look at the jobs picture for the six-county Sacramento region. The study looked closely at 75 key industries that account for more than 80 percent of the region's employment. By 2015, those industries will include almost 900,000 jobs.

The \$110,000 study was conducted by the Sacramento Regional Research Institute. It was initiated by Partnership for Prosperity, an alliance of local economic development organizations, and managed by Valley Vision, a nonprofit group dedicated to regional problem solving.

According to the forecast, the bulk of the fastest growing job categories are low-paying, low-skilled occupations such as food service, retail sales, cashiers and office clerks. While some may view the trend as disappointing, Butler said, such jobs are considered the backbone of any economy.

"These are foundational jobs. People move in and out of them," Butler said.

In addition, a wide array of jobs will open in sectors such as health care, construction and technology that will provide decent salaries and stable career paths without requiring four or more years of college.

According to the forecast, about 30 percent of the jobs in the 75 key industries will require some level of college, either two-year, four-year or beyond. Teaching and nursing are among the top growing fields in this realm.

The 30 percent figure runs slightly higher than the state and nation and bodes well for the area's economy, said Ryan Sharp, director of the Sacramento Regional Research Institute.

But it challenges a common wisdom of some public schools: that every high school graduate should be academically prepared to enter a four-year university.

Career-technical education

The new study should open a healthy debate about what kinds of programs schools should offer to get kids ready for the work force, Butler and others said. LEED will address the issue in coming months.

Many districts increasingly are moving toward the goal of requiring all graduates to meet the requirements for getting into the University of California and California State University systems. It is a high bar, requiring laboratory sciences, math through algebra 2 and other tough courses.

The shift has come in response to calls from employers for a better educated work force and widespread concerns that too many students were tracked into lower-level courses that left them ineligible for college.

Some educators and employers have been critical of the push for more rigor, saying schools should provide more vocational type courses, known as "career-technical" education.

The new work force study will guide schools, colleges and training programs in finding the right balance, said Bill Mueller, chief operating officer and managing partner of Valley Vision.

"Should we make all kids UC-ready? That is what this study elevates as a point of debate," Mueller said, noting that Valley Vision is neutral on the point. "It's good to challenge assumptions."

For school districts, it is a complicated equation. How much rigor is enough? At what point do higher standards cause struggling students to lose heart and drop out? What if a student follows a vocational path and later discovers college would be a better choice?

Patrick Godwin, superintendent of the Folsom-Cordova Unified School District, said schools need to be strong on both fronts. Folsom-Cordova, he said, is trying to ramp up

academic rigor for all students, while also offering more career-technical courses in the culinary arts, technology and other fields.

"What we hope to provide in Folsom-Cordova is options," he said.

The Sacramento City Unified School District similarly has raised graduation requirements, but also started new small high schools specializing in career-oriented education.

Godwin said educators will find the new work force forecast valuable in shaping programs and guiding students.

Plenty of jobs to come

The forecast is unique, going beyond typical state or federal labor studies. It looks at the future of 750 occupations and covers six counties: Sacramento, Placer, El Dorado, Yolo, Yuba and Sutter. It includes not only the number of expected job openings, but also pay levels and required skills and education for those jobs. Some of the growth is already happening – the data cover the years 2005-2015.

According to the forecast, the Sacramento region will see more than 337,000 jobs open up by 2015, including 163,000 new ones and 175,000 that will need filling when workers retire or change jobs.

The findings are expected to help business and economic development leaders target new employment sectors to strengthen the region's economy.

In particular, the study highlights the need to expand math, science and technical education in middle and high school grades so the region can draw more innovative and high-wealth industries, such as green technology, area leaders said.

The data have been assembled into a massive and searchable online database: www.careergps.com.

Leroy Tripette, education manager for Intel Corp., said the forecast can guide both the college-bound and those entering the work force directly from high school.

Given the high cost of college, it is important for students seeking degrees to choose schools and majors carefully. In addition, he said, students often are not aware of the good jobs available that do not require four years of college.

For example, in the field of technology, it takes anywhere from five to 20 technicians to support the work of a single engineer with a Ph.D., he said. Such entry-level technical jobs typically require two-year degrees and start at \$50,000 a year, he said. "That's not something to sneeze at."

Chris Keslinger, an apprentice operator for Teichert Construction's Woodland division, is among those with a satisfying career and no degree. Keslinger attended a junior college in Mississippi before moving to Yuba City several years ago to be near family and attend a four-year college. His chosen path was chemistry.

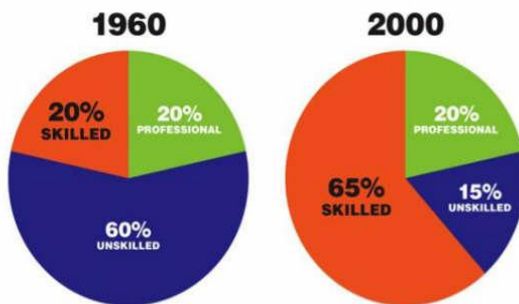
But after taking a construction job to help pay the bills, he turned down a different road.

"I fell in love with the work and the camaraderie," Keslinger said. He joined Teichert's apprentice program about three years ago, earning \$40,000 a year and is learning how to excavate and to set grades according to elevation specifications. He now makes about \$50,000, he said, and is due for another raise this month.

Keslinger also said he appreciates the time he spent in junior college: "As a grade-setter, you do a lot of math on a daily basis. Trigonometry comes into play a lot. I am glad I got that education."



OUR WORKFORCE HAS CHANGED

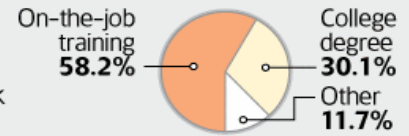


Chris Keslinger of Yuba City works as an apprentice grade-setter for Teichert Construction. Keslinger planned to go to a four-year college, but after two years he landed a job at Teichert, where he makes about \$50,000 a year while learning on the job.

Workers wanted

Here is a look at the top 17 job sectors for the six-county Sacramento region through 2015. In all, the region will need to fill 163,000 new jobs and another 175,000 that will open because of retirements or employee movement.

Training or education?
Background needed for bulk of area jobs



Occupation	Training/education	Wages	Regional job demand (2005-15)
Food preparation and serving	On the job (30 days)	Low	12,200
Waiters and waitresses	On the job (30 days)	Low	11,567
Retail salespersons	On the job (30 days)	Low	11,516
Office clerks	On the job (30 days)	Low	10,545
Cashiers	On the job (30 days)	Low	10,247
Registered nurses	Two-year degree	High	6,688
Laborers and freight, stock and material movers	On the job (30 days)	Low	5,568
Janitors and cleaners	On the job (30 days)	Low	5,181
Elementary school teachers	Four-year degree	Mod.-high	5,027
Customer service representatives	On the job (up to one year)	Mod.-low	4,633
Stock clerks and order fillers	On the job (30 days)	Low	4,602
Business operations specialists	Four-year degree	Mod.-high	4,438
Bookkeeping, accounting and auditing clerks	On the job (up to one year)	Mod.-low	4,149
Office supervisors/managers and administrative support workers	Work experience	Mod.-high	3,894
Secretaries	On the job (up to one year)	Mod.-high	3,760
Secondary school teachers	Four-year degree	Mod.-high	3,654
Landscapers and groundskeepers	On the job (30 days)	Low	3,604

Note: Study involved 75 key industries comprising 82 percent of all jobs in the Sacramento region, which includes El Dorado, Placer, Sacramento, Sutter, Yolo and Yuba counties.

Sacramento region work force database

This online tool at careergps.com projects the regional demand for more than 700 occupations, such as fitness trainers in the example below. The database also summarizes training requirements and average wages.

Fitness Trainers and Aerobics Instructors - 39-9031.00													
Show Forecast Key		Summary Job Forecast Data								Show All Forecast Data			
Year (2010) or range of years (2005-2010)		Mean Annual Wage: \$41,090		Mean Hourly Wage: \$20		Training Level: Post-Secondary Vocational Education							
Employment		% Change Over Time				Job Demand				New Jobs		Replacements	
10	15	05-10	05-15	07-10	10-15	05-10	05-15	07-10	10-15	05-10	05-15	05-10	05-15
1537	1752	0.16%	0.30%	0.08%	0.12%	372	741	210	369	219	435	153	306
Number of workers employed in occupation		Percent change in employment over years shown				Total of new and replacement jobs over years shown				Increase in jobs in occupation		Hires because of turnover and retirements	

Source: Sacramento Regional Research Institute, Valley Vision

Nathaniel Levine/nlevine@sacbee.com


The Sacramento Bee
www.sacbee.com

What happens to kids after they drop out?

By Dan Walters

There's still a bit of controversy over how many California's public school students drop out without graduating from high school. The latest state estimate is 24 percent, but some critics say the number understates the problem for a variety of reasons, including not counting those who never get to the ninth grade. While the dropout numbers game continues, the California Dropout Research Project, based at the University of California, Santa Barbara, has developed another view of the dropout problem — what happens to those who leave high school without diplomas? Its new study found that 21 percent of those who dropped out before receiving diplomas in 2004, the latest year for which data were available, did obtain diplomas within two years, markedly higher than the 18 percent in the rest of the nation. However, that was the only bit of good news since California's dropouts earned 'general education development' (GED) certificates at a rate (16 percent) just half of the rest of the nation, and fewer than average (17 percent) were either enrolled in high school or pursuing GED. Overall, 46 percent of California's dropouts did not continue their educations, compared to 32 percent for the rest of the nation. The big picture is that two years after missing their 2004 graduation ceremonies, 54 percent of California's dropouts were working, 34 percent were neither working nor in school and 12 percent were in schooling of some kind. The working percentage was slightly under that for the rest of the nation while the 34 percent not working or in school was somewhat higher than other states. 'We are losing too many kids,' said Russell Rumberger, director of the dropout project. 'Their futures are at stake, and without education from either being in school or on the job, opportunities are limited. And it's not just the students who will suffer, but the community.'

The full report is available at
<http://www.lmri.ucsb.edu/dropouts/>.
September 11, 2008

The
CHRISTIAN SCIENCE MONITOR
**Mandated college-prep classes inhibit
high-schoolers' futures**

By Walt Gardner

LOSANGELES—Fall classes are barely under way and already guidance counselors across the country are conferring with students about the courses they need for their high school diplomas. In the process, more than 90 percent will be steered toward a college-prep curriculum, according to the Alfred P. Sloan Study of Youth and Social Development. This, however, is not as laudable as it seems. The reasons serve as a cautionary tale that the US ignores at its peril. Despite what the public is willing to acknowledge, the importance of a bachelor's degree has been wildly oversold. In 2007, for example, about 67 percent of high school graduates went directly to college, compared with just under half in 1972. The usual argument put forth in defense of a four-year degree is that it contains a decided wage premium. Studies have consistently found that those who have a degree on average earn more than those who don't. But all these studies were conducted before the new global economy fully emerged. Its presence calls into question long-held assumptions. If Alan Blinder, former vice chairman of the Board of Governors of the Federal Reserve System, is correct, the only jobs that will be secure in the next decade will those that cannot be sent abroad electronically. That means plumbers, electricians, and auto mechanics, for example, will be working steadily while many of their degreed classmates will be collecting unemployment checks. Moreover, since wages vary within any occupation, degree holders who are still employed. Even if the funding were somehow to materialize, however, tens of thousands of students will not be allowed to enroll in vocational electives in middle school if they haven't mastered Algebra 1. This unintended consequence has become so threatening that the presidents of the California Manufacturers and Technology Association and the State Building and Construction Trades have jointly denounced the requirement. The total damage inflicted on students by the college-is-for everyone mentality is incalculable. Students who cannot measure up to the demands for a college curriculum are made to feel like failures. Our competitors abroad have long understood and accepted the fact that students can have a productive and gratifying career even when they do not go on to some form of tertiary education. They grant equal respect to these students, rather than regard them as second-class. But their realistic attitude goes against the romantic notion that unfortunately prevails in this country. What Americans ultimately need to learn is that college is merely the most convenient place to learn how to learn. It is not an absolute determinant.

• *Walt Gardner taught for 28 years in the Los Angeles Unified School District and was a lecturer in the UCLA Graduate School of Education.*
September 3, 2008

Fewer and fewer high school students make it to their graduation

September 14, 2008 Sacramento Bee

By Russell Rumberger

California's dropout crisis is getting worse, and a new system for tracking dropouts has given us a window into just how bad it is. The California Department of Education reported in July that one in four California high school students drops out of school, almost double the rate reported for the previous year.

More disturbing is that other categories of dropouts have also increased dramatically. Dropouts from grades 9-12 increased by 30 percent in one year (and by 83 percent in the previous five years). During that same five-year period, dropouts from grades 7 and 8 more than doubled.

Looked at another way, the number of high school dropouts in California increased nine times faster than the number of high school graduates over the last five years.

Those students who leave high school without a diploma face a lifelong challenge to keep up in an increasingly complex society. And if the state does not reverse these trends, California's economy and its taxpayers will also suffer the consequences.

Compared to high school graduates, dropouts earn lower

wages, pay less in taxes, are more likely to commit crimes, are less likely to be employed, are more likely to be on welfare and are less healthy. More than two-thirds of all high school dropouts will use food stamps during their working lives.

In all, dropouts generate considerable economic losses to taxpayers and the economy. For each group of 120,000 20-year-olds who never complete high school, California sustains \$46.4 billion in total economic losses - equivalent to 2.9 percent of the annual output of the state's economy.

The dropout crisis also threatens California's future economy. The Public Policy Institute of California estimates that the education needs of California's future work force will rise substantially. If present trends continue, 39 percent of the jobs in the California economy in 2020 will require a college education, but only 33 percent of the work force will have a college degree. At the other end of the spectrum, there will be twice as many workers without a high school diploma as there are jobs to support them.

Dropouts report a variety of reasons for leaving school, from uninteresting classes to missing too much school. But research

suggests the causes are more complex, involving more immediate and more distant factors related to students and their environment. If the causes are complex, so are the solutions.

How can the state reverse these trends?

The new data system can help. It not only provides more detailed and accurate information on the number of dropouts but also useful information to better address the problem. For example, the state can now identify the number of first-time ninth graders, a number that can be used to compute a more accurate four-year graduation rate. The data system also can identify how many students are successfully promoted from one grade to another, which can be used for school accountability and for targeting programs to help failing students. The state should now move forward to further enhance the data system and its use. This includes tracking students from preschool through college and into the work force.

But better data, while helpful, is only one way to help the state address this growing

crisis. The biggest challenge is how to improve the schools and districts with the highest dropout rates. The state's primary tools for supporting school improvement - money and information on effective practices - are inadequate.

The rising dropout rates underscore the need for a different and more comprehensive approach. Earlier this year, the California Dropout Research Project issued a report, "Solving California's Dropout Crisis," recommending a series of actions that the state, school districts and schools can take to solve California's dropout crisis.

The research literature identifies four proven strategies that schools should adopt:

1. Create a personalized learning environment that fosters meaningful relationships of trust and support between students and teachers.
2. Provide additional supports - through tutoring, mentoring, counseling, and connecting with community agencies to help students address their academic and social needs.
3. Provide rigorous and meaningful instruction that engages students, builds on their cultural backgrounds and personal experiences, and provides multiple pathways for learning.
4. Create connections to the real world - through career and

technical education, internships and community service - so students can see the relevance of what they learn.

All four strategies are needed to be effective. Simply creating small schools to personalize the learning environment, for example, is unlikely to make a difference.

The state must take a leadership role to help districts and schools adopt these strategies. The California Department of Education should develop high school reform standards incorporating these strategies, along with timetables and benchmarks for implementing them. It should then recruit a small number of "lighthouse" districts and match them with qualified support organizations to implement the standards and evaluate the results.

After the lighthouse districts demonstrate success, they can then serve as training sites for other districts and providers to study and learn the skills needed to expand the implementation of the successful practices to other districts, much the way teaching hospitals serve as training facilities for the entire system of medical practitioners.

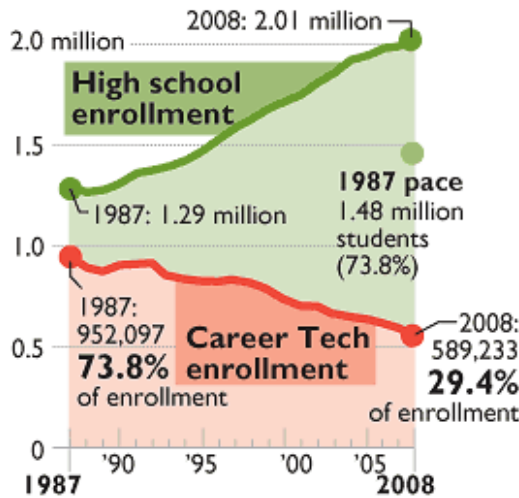
There are other things the state should do. The state should also reform middle schools. Research reveals that the transition from elementary to middle school is a critical transition for students, particularly for those who have had academic difficulties in elementary school. Declines in the first year of middle school -

as evidenced by attendance, grades and behavior - are significant predictors of dropping out of high school. After the initial focus on improving high schools, the state should adopt a similar approach to improving middle schools, creating middle school reform standards and implementing them in the same lighthouse districts.

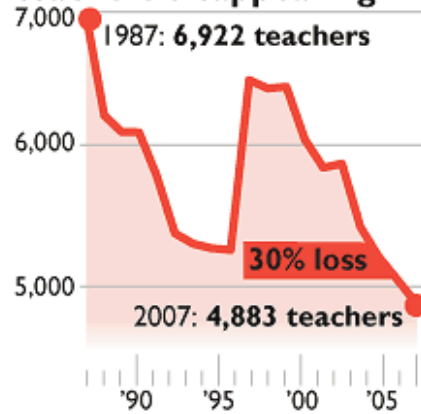
The state should also make strategic investments in interventions that have proven to be both effective and cost-effective in improving graduation rates, such as preschool and smaller classes in grades K-3, with student-to-teacher ratios as low as 15-to-1. Research has shown that each dollar invested in these and other programs would generate between \$2 and \$4 in fiscal benefits to all levels of government.

Only a serious, concentrated effort to attack this problem will have a chance to reduce the number of dropouts in this state. The challenge is great, but the cost of inaction is greater. The future welfare of our state depends upon our collective will to act.

21 years of declining California CTE enrollment



California CTE teachers disappearing



Source: California Basic Educational Data System

For the latest news throughout the day, go to www.sacbee.com

The Sacramento Bee

METRO

LATEST C
For up-to-the-m
easy-to-use in
www.sacbee.com

SUNDAY, FEBRUARY 24, 2008 **

residents had begun to strike back at them; the climate on supposedly tranquil streets was already tense.

"Speeding and traffic are the No. 1 complaints in Folsom," King said. "We have had some citizens take matters into their own hands. They throw balls in the way of speeders, confront people. We tell them to call down the license plate numbers and call us."

Maybe the suspect in the Valentine's Day hit-and-run already was burning from a past incident?

Maybe, but there are no words to adequately describe the depravity of anyone who allegedly hurtles a truck in the direction of a woman and two small girls.

The victims and a witness told police that there were two men in the truck with the driver, laughing the whole time. The pickup truck is described as white with a lumber rack. The rear windows are tinted. There were signs on both doors with the word "Side" and possibly "Construction" and "Deck." There was a phone number that started "983-0." The driver was described as thin, white, in his early 30s with dirty blond hair and missing teeth.

Police are convinced this story is true, though it stretches the limits of

River City High tries to reduce failure rate

West Sac principal says the record is unacceptable, but he points to progress.

By Lakiesha McGhee
lmcghee@sacbee.com

Inside the gym of West Sacramento's River City High School, posters proclaim the success of about 500 students excelling in academics.

"Congratulations 3.0 + up," reads one poster acknowledging students with at least a B average last semester.

The students' achievement is not just personal — it's also an accomplishment for West Sacramento's struggling only high school.

Halfway through the school year, 33 percent of River City's nearly 1,400 students had at least one F, according to school records. Last year, 43 percent of students had one or more F's.

Students are failing core subjects, such as math, sciences and English, the records show.

The high number of failing grades was brought to the attention of the Washington Unified School District board in December.

» SCHOOL, Page B3

Hospital follow falls

Experts call for coordination in elderly patient or into care facilities

By Dorsey
dgriffith@sacbee.com

Esther Vicente was hospitalized three times with a serious liver ailment related to alcohol and finally to have her liver removed.

But just as agonizing, old's medical complications she faced after doctors time to leave the hospital ready to go home, esp

A CONVERSATION WITH ... Will Travers

For activist, it's lions and tigers and cares

INSIDE
A chart tracks students earning at least one F. » Page B3

Sunday, February 24, 2008 • The Sacramento Bee

School: Failure rate has raised concern

► FROM PAGE B1
member by the board's student representative Matt Federighi. He told the board he'd heard that 50 percent of freshmen had at least one F.

Trustee Dave Westin investigated.

"It's evident that there are serious management and organizational issues at River City High School, and it's incumbent upon the board to find credible solutions to improve student achievement," Westin said.

River City Principal Stuart MacKay says the failure rate is unacceptable, but it's an improvement from past years.

"Our F rate is significant, but there is also a different picture here of a lot of students doing very well," MacKay said, explaining that 36 percent of the students earned a 3.0 grade-point average or better last semester.

The school's failure rate has caused a whirlwind of concern. While student test scores have improved, the graduation rate stands at 75 percent, compared with 85 percent countywide and 83 percent statewide, according to the state Department of Education.

The school has failed to meet the federal No Child Left Behind requirements because of its graduation rate.

Some parents fear the problem will continue at a new high school set to open in January 2009. They blame the low achievement, in part, on instability at River City that's lowered morale among staff and students.

Since 2005, River City has had three interim principals and several assistant principals, MacKay said. More than 20 new teachers

have been hired to replace teachers who retired or moved on. Last semester, the school reduced its extra support classes and went from seven class periods to six to save money.

"Students don't have the ability to get the intervention they need, simply because it's not there," said Regina Jarrott-Briggs, a teacher at River City and president of the Washington Teachers Association.

Jarrott-Briggs said although the school has many dedicated teachers, River City is a magnet for new teachers who can get part of their student loans forgiven for teaching at campuses with more students in the lower socioeconomic rank.

Catherine Grisaffi, River City's counselor for at-risk students, said some freshmen are ill-prepared academically and emotionally to transition from junior high to high school. "Some ninth-graders feel the freedom and lose focus," she said.

About 90 percent of the failing students educators talked to said they are failing because they lack motivation, Grisaffi said.

"If you get good grades and nobody notices, it's like, what's the point," said senior Ariel Grassel as she helped decorate the gym last month to recognize student achievement.

Student government president Chris Brewer said he's worried that proposed budget cuts would lead to cuts in programs that make school more interesting and fun, such as River City's leadership class.

"Since the kids' academics aren't improving, they don't support (the leadership class)," Brewer said.

Students at River City High School earning at least one 'F'

	Enrollment	Students with at least one F	Students with F's in English	Students with F's in math	Students with F's in science	Students with F's in social science
2007-2008 (all semesters)						
Grade 9	431	160 (37%)	83 (19%)	135 (31%)	86 (20%)	6 (1%)
Grade 10	366	140 (38%)	83 (23%)	120 (33%)	72 (20%)	97 (27%)
Grade 11	300	108 (36%)	57 (19%)	70 (23%)	44 (15%)	50 (17%)
Grade 12	300	57 (19%)	14 (5%)	48 (16%)	11 (4%)	6 (2%)
Total	1,397	465 (33%)	237 (17%)	373 (27%)	213 (15%)	159 (11%)
2006-2007 (all semesters)						
Grade 9	409	192 (47%)	117 (29%)	236 (58%)	86 (21%)	64 (16%)
Grade 10	389	195 (50%)	132 (34%)	224 (58%)	81 (21%)	60 (15%)
Grade 11	363	142 (39%)	62 (17%)	138 (38%)	48 (13%)	47 (13%)
Grade 12	283	94 (33%)	39 (14%)	63 (22%)	7 (2%)	16 (6%)
Total	1,444	623 (43%)	350 (24%)	661 (46%)	222 (15%)	187 (13%)
2005-2006 (all semesters)						
Grade 9	436	211 (48%)	159 (36%)	182 (42%)	114 (26%)	137 (31%)
Grade 10	424	187 (44%)	94 (22%)	229 (54%)	84 (20%)	90 (21%)
Grade 11	342	143 (42%)	88 (26%)	102 (30%)	55 (16%)	53 (15%)
Grade 12	325	130 (40%)	55 (17%)	135 (42%)	20 (6%)	44 (14%)
Total	1,527	671 (44%)	396 (26%)	648 (42%)	273 (18%)	324 (21%)

Source: River City High School

*Data do not include special education students

Michelle Brooks/mbrooks@tsacbee.com

At the district's Jan. 24 board meeting, Westin, the trustee, requested grades for each student at River City and the names of elementary schools they attended. When the grades of special education students were taken into account and all subjects were considered - from math to physical education - 37 percent of River City students had earned at least one F.

MacKay said it is unfair to compare special education students with the general population or core subjects with electives.

MacKay said he's addressing the falling grades, trying to identify at-risk students earlier, offering more after-school tutoring and ramping up efforts to contact parents when their children are

struggling with grades.

The school started a new Parent Institute of Quality Education that teaches parents to better understand the educational system and get their kids in college.

The courses - taught in several languages - are sponsored by California State University, Sacramento.

And the district is trying to address the problem of ill-prepared freshmen. The district is planning to phase out its middle school and replace it with K-8 campuses that educators say will create more nurturing environments before students transfer to high school. The plan got off to a rocky start in November, however, when a bond measure that

was defeated at the polls.

"I'm not against K-8, but I don't think it's the magic Band-Aid everybody portrays it to be," said Liz Bagdazian, a River City parent who voted against the bond measure.

"We know there are gaps in student achievement and it's not acceptable, but I feel good about the steps we are taking," board President Barry Kalar said.

As a graduating senior, Ariel Grassel offered some advice to younger students: "You can't just say you want the help, you have to be willing to go get it," she said.

■ ■ ■
The Bee's Lakesha McGhee can be reached at (916) 321-1121.

*It's
e
there
ma
and on
issues
Hig
and it
upon
to fi
solutio
student*

D
Wa
S

*O
is si
but t
a diff
hel
of stu
ve
Stu
}*

County of Yolo
**Comprehensive
Economic Development
Strategy (CEDS)
2009-2014**

Prepared by the Yolo County Comprehensive Economic
Development Strategy Committee

Attachment 9: Future Paths, Four-Year Plan Form, Personal Learning Plan

California College, Career & Technical Education Center
GRADUATION REQUIREMENTS AND FUTURE PATHS
4 YEAR UNIVERSITY

Credits

Students must complete a minimum of 220 credits (44 classes over 4 years); including subject requirements. Students must take 6 classes per semester in grades 9 and 10; 5 classes per semester in grades 11 and 12. With passing grades of A, B, C or D, students earn 5 credits per class.

California High School Exit Exam (CAHSEE)

Students must pass the California High School Exit Exam (CAHSEE).

Future Focus

In addition to the CUSD graduation requirements, students must complete, at minimum, the required –A-G’ course sequence listed below, with grades of C or higher, to be eligible for admission to CSU or UC and most private universities. Grade Point Average (GPA) and College Admissions Test requirements vary for CSU, UC and private universities.

- | | |
|---|--|
| A. <u>Social Science</u> 20 credits (2 years)
World History or AP European US History | B. <u>English</u> 40 credits (4 years) |
| C. <u>Mathematics</u> 30 credits (3 years)
Algebra I, Geometry, Algebra II/Trig | D. <u>Science (Laboratory)</u> 20 credits (2 years)
Life Lab: Biology; Physical Lab:
Chemistry or Physics |
| E. <u>World Language</u> 20 credits (2 years)
2 years same language | F. <u>Visual Performing Art</u> 10 credits (1 year) |
| G. <u>Elective*</u> 10 credits (1 year) | |

Additional requirements for CUSD graduation:

- American Government** 5 credits (one semester)
Economics 5 credits (one semester)
Physical Education 20 credits (2 years)
Health 5 credits (one semester)

Electives* 35 credits

TOTAL 220 credits

*The one year elective (G requirement) for CSU/UC must be comprised of one additional year of math, science, world language, or visual performing art. Additional years of all subjects listed above are recommended by UC, CSU and private universities and can be taken as part of the 35 electives needed to graduate. Senior Project is required as an elective. Please check with your counselor regarding additional CCCTEC Academy programs that meet this requirement.

COMMUNITY COLLEGE TRANSFER to 4 YEAR UNIVERSITY/COLLEGE

Credits

Students must complete a minimum of 220 credits (44 classes over 4 years); including subject requirements. Students must take 6 classes per semester in grades 9 and 10; 5 classes per semester in grades 11 and 12. With passing grades of A, B, C or D, students earn 5 credits per class.

California High School Exit Exam (CAHSEE)

Students must pass the California High School Exit Exam (CAHSEE)

Future Focus

It is recommended that students take additional years of math and science to prepare for the community college **General Education (GE)** courses necessary for a transfer program to CSU, UC or Private Universities. To be eligible to attend a California Community College, one must be 18 years old or possess a high school diploma.

English 40 credits (4 years)

Mathematics 20 credits (2 years)

Algebra mandatory

Science 20 credits (2 years)

One year life/one year physical

Social Science 30 credits (3 years)

World History, US History

American Gov't, Economics

World Language OR Fine Art 10 credits (1 year)

Physical Education 20 credits (2 years)

Health 5 credits (one semester)

Electives* 75 credits

TOTAL 220 credits

**A semester (5 credits) or year (10 credits) of reading may be required of students with an 8th grade CORE RIT Reading Score of 228 or less. These credits will be deducted from the 75 elective credits.*

Although it is not required, it is recommended that any student, who wishes to attend a California Community College with the intent to transfer to a Four Year University to earn a Bachelor's Degree, take as many of the CSU/UC A-G required courses as possible in preparation for the rigor of all college courses. Students who matriculate to a California Community College will be required to take placement tests in both English and math. ROP (Regional Occupation Program) classes are also recommended as part of the CCCTEC electives for career exploration. Senior Project is required as an elective. Please check with your counselor regarding additional CCCTEC Academy programs that meet this requirement.

COMMUNITY COLLEGE AND OR CAREER

Credits

Students must complete a minimum of 220 credits (44 classes over 4 years); including subject requirements. Students must take 6 classes per semester in grades 9 and 10; 5 classes per semester in grades 11 and 12. With passing grades of A, B, C or D, students earn 5 credits per class.

California High School Exit Exam (CAHSEE)

Students must pass the California High School Exit Exam (CAHSEE)

Future Focus

To be eligible to attend a California Community College, one must be 18 years old or possess a high school diploma. In addition to meeting all CUSD graduation requirements, it is recommended that students, who wish to attend a community college to train for a career, engage in ROP (Regional Occupational Program) courses as part of their elective program at CCCTEC.

English 40 credits (4 years)

Mathematics 20 credits (2 years)
Algebra mandatory

Science 20 credits (2 years)
One year life/one year physical

Social Science 30 credits (3 years)
World History, US History
American Gov't, Economics

World Language OR Fine Art 10 credits (1 year)

Physical Education 20 credits (2 years)

Health 5 credits (one semester)

Electives* 75 credits
TOTAL 220 credits

**A semester (5 credits) or year (10 credits) of reading may be required of students with an 8th grade CORE RIT Reading Score of 228 or less. These credits will be deducted from the 75 elective credits*

Examples of ROP classes include: Automotive technology, computer graphics, animation, video production, multi-media design, web design, floral design, business technology, fashion, animal health care, nursing and dental assistant, EMT, child care, cosmetology, CSI, Firefighting skills and techniques, law enforcement, theatre and design management, theatre technology and more. Senior Project is required as an elective. Please check with your counselor regarding additional CCCTEC Academy programs that meet this requirement.

California College, Career & Technical Education Center Charter Petition | 2010

**California College, Career & Technical Education Center
 Four Year Plan**

The purpose of this four- year plan is to assist with your long-range goals. A meeting with your school counselor each school year will assure that you are meeting all the graduation requirements for high school while working towards these goals.

Postsecondary Goal: 4 year college/university Vocational/trade school Military
 2 year community college 2 year community/4 year transfer Other

College Major	Career Goal
---------------	-------------

1. Write in grades for the courses you have passed, as well as additional courses taken.
2. Write in the courses you plan to take in the future.
3. Write in summer session courses in the following year's column.
4. Also, list any school-approved or college courses you have completed.
5. Check-off the graduation requirements as you complete them. World Language (WL) or Visual/Performing Arts (VAPA)

9th Grade	Grade/ Credits	10th Grade	Grade/ Credits	11th Grade	Grade/ Credits	12th Grade	Grade/ Credits
English 9		English 10		English 11		English 12	
Math		Math		U.S. History		Govern/Econ	
Science Science							
Physical Educ.				Physical Educ			
Health				World History			
Total Credits		Total Credits		Total Credits		Total Credits	

_____ Exit Exam Language Arts _____ Exit Exam Math _____ Algebra Requirement

College Entrance Exams

9th Grade	10th Grade	11th Grade	12th Grade
PLAN (October)	PLAN (October)	PSAT (October)	SAT I (March or April)
PSAT (October)	PSAT (October)	SAT I (March or April)	SAT II (May or June)
		SAT II (May or June)	ACT (March or April)
)		ACT (March or April)	

CCCTEC "Four-Year Plan" Worksheet

Student Name _____ Date _____

Career Goal (check one) Four –Year University Community College (Transfer Program)
 Trade/Tech/Art School Other


GRADE 9 (Must take 6 classes – 60 credits total for year)		GRADE 10 (Must take 6 classes - 60 credits total for year)	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
English I	English I	English II	English II
Math	Math	Math	Math
Science	Science	Science	Science
PE	PE	World History	World History
Reading or Elective	Health	PE	PE
Elective	Elective	Elective	Elective
Elective (Optional)	Elective (Optional)	Elective (Optional)	Elective (Optional)
GRADE 11 (Must take 5 classes – 50 credits total)		GRADE 12 (Must take 5 classes per semester – 50 credits)	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
English III	English III	English IV	English IV
U.S. History	U.S. History	American Gov't	Economics
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective (optional)	Elective (optional)	Elective (optional)	Elective (optional)
Elective (optional)	Elective (optional)	Elective (optional)	Elective (optional)

California College, Career & Technical Education Center Charter Petition | 2010

CCCTEC - Four Year University Bound Student

(Example) Meeting UC / CSU A-G Course Sequence

Career Goal (check one) Four –Year University Community College (Transfer Program)

GRADE 9 (Student must take 6 classes – 60 credits total for year)		GRADE 10 (Student must take 6 classes - 60 credits total for year)	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
English I or English I Acc	English I or English I Acc	English II or English II Acc	English II or English II Acc
Algebra I or higher math	Algebra I or higher math	Geometry or higher math	Geometry or higher math
Biology	Biology	Chemistry or Conceptual Physics	Chemistry or Conceptual Physics
Health	College Career Planning	World History or AP European	World History or AP European
PE Activities 9 or Sport	PE Activities 9 or Sport	PE or Sport	PE or Sport
World Language 1	World Language 1	World Language II	World Language II
Elective (Optional)	Elective (Optional)	Elective (Optional)	Elective (Optional)
			
GRADE 11 (Student must take 5 classes – 50 credits total)		GRADE 12 (Student must take 5 classes per semester – 50 credits)	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
English III or AP Language	English III or AP Language	English IV or AP Literature	English IV or AP Literature
U.S. History or AP US History	U.S. History or AP US History	American Gov't or AP Gov't	Economics or AP Economics
Algebra II/Trig or higher math	Algebra II/trig or higher math	<i>Advanced college prep math</i>	<i>Advanced college prep math</i>
<i>Advanced College Prep Science</i>	<i>Advanced College Prep Science</i>	Visual Performing Art	Visual Performing Art
<i>World Language III</i>	<i>World Language III</i>	Elective	Elective
Elective (optional)	Elective (optional)	Elective (optional)	Elective (optional)

During grade 9, all students are required to take the College and Career Planning (CCP) course as part of their graduation requirement. The primary goal of this course is to increase students' career awareness through career exploration to make informed decisions regarding their future post-secondary goals, educational and career. As part of the class, the Academic Advisors will work with students to devise a Personal Learning Plan (PLP). The PLP is an ongoing project which spans from grade 9 through grade 12, allowing students to keep track of their graduation requirements as well as requirements necessary for college admissions. To spark interest in what students may want to pursue beyond high school, the ROP Career Guidance Specialist will meet with the students as well to discuss future career trends and how to access these careers.

CCCTEC Personal Learning Plan Form

NAME _____

Student ID # _____

Meeting Dates: Grade: 9 _____ 10 _____ 11 _____ 12 _____

GRADUATION REQUIREMENTS:

220 Credits are required for Graduation

English **4 years** (40 credits)

	1 st Sem Grade		2 nd Sem Grade
English 1		English 1	
English 2		English 2	
English 3		English 3	
English 4		English 4	

Social Studies **3 Years** (30 Credits)

	1 st Sem Grade		2 nd Sem Grade
WH		WH	
US Hist		US Hist	
US Gov't/Econ		Econ/US Gov't	

Mathematics **2 Years** (20 credits) – Must include HS Algebra (1 or IA/IB series)

	1 st Sem Grade		2 nd Sem Grade
Algebra _____		Algebra _____	
Math _____		Math _____	

Science **2 Years** (20 Credits) – Physical & Life/Biological

	1 st Sem Grade		2 nd Sem Grade
Phy Sci		Phy Sci	
Life		Life	

Physical Education **2 Years** (20 Credits)

	1 st Sem Grade		2 nd Sem Grade
PE 9 /Sport		PE 9/Sport	
PE /Sport		PE /Sport	

Fine Arts **OR** Foreign Language **1 Year** (10 Credits)

	1 st Sem Grade		2 nd Sem Grade
FA/FL		FA/FL	

Health (5 Cr) and College & Career Planning (5 Cr)

Health		CCP	
--------	--	-----	--

Electives (75 Credits)

	1 st Sem Grade		2 nd Sem Grade		1 st Sem Grade		2 nd Sem Grade

Additional Graduation Requirement:

CAHSEE Passed: ELA _____ Math _____

Remember that High School Graduation Requirements are not the same as the College Admission Requirements (A-G). Know the difference! Visit www.ccctec.org for detailed college admissions information.

HIGH SCHOOL CEEB CODE

A – G Requirements (NO “D” grades Accepted)

CALIFORNIA STATE UNIVERSITY (CSU) www.csumentor.edu
 UNIVERSITY OF CALIFORNIA (UC) www.ucop.edu/pathways

Subject Area	Years Required
A. Social Science	Two years. One year US History or ½ year Us History and ½ year of US Government: and one year of World History
B. English	Four years of college-preparatory English composition and literature
C. Mathematics Algebra 1 Algebra 2/Trigonometry Geometry Advanced Math	Three years required. Four years Recommended.
D. Laboratory Science	Two years required. Three years Recommended. (Two of the

	following: Biology, Chemistry, Physics, or other approved College preparatory science).
E. Language other than English	Two years required. Three years Recommended – at least two years of the same language.
F. Visual Performing Arts	One year is required
G. College Preparatory Elective	One year in most of the above A-F areas, or approved elective.
NCAA (www.ncaaclearinghouse.org) 16 Core Courses beginning with the class of 2008	

Career Goal: _____

Plans after High School:

Student Signature _____

Parent Signature _____

California College, Career & Technical Education Center Charter Petition **2010**

Attachment 10: Letter of Interest from El Dorado SELPA

EL DORADO CHARTER SELPA PROFILE PAGE Submit by Email Print Form

Date

Charter LEA Name

CDS#

Year Established New Charter? Yes No

Mailing Address

Charter LEA Physical Address

Charter LEA Phone Charter LEA Fax

Charter CMO name, if applicable

Name/Title of Charter CEO

Email Phone

Name/Title of Charter Director

Email Phone

Name/Title of Special Education Contact

Email Phone

Name/Title of Fiscal Contact

Email Phone

Name of Chartering School District

Name of Geographic SELPA

SpEd Pupil Count (CASEMIS) Current Year SpEd Pupil Count (CASEMIS) Prior Year

Current CBEDS Prior CBEDS

If Charter LEA is a new school, what is your estimated enrollment for the upcoming year?

Estimated Special Education Enrollment?

I acknowledge this Profile Page/Notice of Interest is being submitted to the El Dorado Charter SELPA Office.

1. Complete this Profile Page
2. Click "Print Form" to print a copy
3. Click "Submit by Email" and email form
4. Charter SELPA Office then will contact you with further instructions regarding the application process.

SECTION 504 / DISABLED PUPILS (Section 504 of the Rehabilitation Act of 1973):

Federal law requires districts to annually notify disabled pupils and their parents of the CCCTEC Charter's nondiscriminatory policy and duty under Section 504 of the Rehabilitation Act. Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.)
2. has a record of such impairment, or
3. is regarded as having such impairment.

In order to fulfill its obligation under Section 504, CCCTEC Charter recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices of the school district. The CCCTEC Charter has the specific responsibility under the Act, which includes the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent/guardian disagrees with the determination made by the professional staff of the school district, s/he has the right to a hearing with an impartial hearing officer. The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent/guardian the right to:

1. inspect and review his/her child's records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
6. a hearing on the issues if the school refuses to make the amendment.

A 504 team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. 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 IDEIA (and found to be ineligible), 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 will consider all applicable student information in its evaluation including but not limited to the following information:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. 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.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a 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 CCCTEC Charter professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records. The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of CCCTEC Charter along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability. All 504 team participants, parents, and 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 site administrator 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, continued eligibility or readiness to discontinue the 504 Plan.

California College, Career & Technical Education Center Charter Petition **2010**

Appendix 11: WUSD Facts, AYP, API, Schools in (PI) Program Improvement

[DataQuest home](#) > [Select District](#) > [District Reports](#) > Current Page

2008-09 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) List of Schools

2009 Growth Academic Performance Index Report California Department of Education
Academic Accountability and Awards Division
9/14/2009



LEA: Washington Unified
LEA Type: Unified
County: Yolo
CD Code: 57-72694

(An LEA is a school district or county office of education.)
(AYP = Adequate Yearly Progress)

LEA API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	Number	Percent	Number	Percent
Targets Met*	1	11	0	N/A
API Grew, Targets Not Met**	3	33	1	33
API Remained Same or Declined, Targets Not Met	5	56	2	67

Only schools with a valid 2008 Base API and a valid 2009 Growth API are included in these LEA and state summaries.

State API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	Number	Percent	Number	Percent
Targets Met*	4,819	58	893	52
API Grew, Targets Not Met**	1,728	21	403	24
API Remained Same or Declined, Targets Not Met	1,698	21	411	24

* Includes schools with 2009 Growth APIs of 800 or more.

** Includes schools that met schoolwide 2008-09 Growth API targets but did not meet one or more subgroup targets.

California College, Career & Technical Education Center Charter Petition **2010**

Top of Form

	API			Met Growth Target			
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	School-wide	All Subgroups	Both Schoolwide and Subgroups
WASHINGTON UNIFIED	722	711		11			
Elementary Schools							
Bridgeway Island Elementary	823	806	A	17	Yes	Yes	Yes
Bryte Elementary	679	715	5	-36	No	No	No
Elkhorn Village Elementary	688	690	6	-2	No	No	No
Riverbank Elementary	668	B	B	B			N/A
Southport Elementary	798	797	3	1	No	No	No
Stonegate Elementary	733	750	5	-17	No	No	No
Westfield Village Elementary	640	669	7	-29	No	No	No
Westmore Oaks Elementary	783	781	5	2	No	Yes	No
Middle Schools							
West Sacramento Early College Prep (Char)	644	685*	6	-41	No	No	No
High Schools							
River City Senior High	706	718	5	-12	No	No	No
Small Schools							
West Sacramento School for Independent S	622*	617*	9	5	No	Yes	No
ASAM Schools							
Yolo High	418*	447*	D	-29			N/A

Click on column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2008 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this was an ASAM school in the 2008 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 620, or a one-point increase from the 2008 Base API to 2009 Growth API for a school or LEA.

Data file: [Download a data file](#) containing the information displayed above.



NCLB School Choice

The No Child Left Behind (NCLB) Act of 2001 requires all states to create their own high academic standards for what a child should know and be able to do for all grades in English-language arts and mathematics. Every school must improve each year until all students meet these standards. This yearly improvement in school performance, which includes the academic standards and other components, is called Adequate Yearly Progress (AYP). A school receiving Title I, Part A, funds is identified as a Program Improvement school if it does not meet AYP goals for two consecutive years.

NCLB also requires the California Department of Education to annually review the performance of each local educational agency (LEA) that receives funds under NCLB, Title I, Part A. An LEA can be a school district or a county office of education. An LEA receiving Title I, Part A, funds is identified as a Program Improvement LEA if it does not meet AYP goals for two consecutive years within specific areas, focused primarily on academic achievement in English-language arts and mathematics.

Choice Options

If you are a parent of a student who attends a Title I Program Improvement school, choice options are available to transfer your child to a public school in your district that is not identified as a Program Improvement school. The following schools are currently in Program Improvement. Students attending these school are eligible for Choice transfer under NCLB

2009-2010 Program Improvement Schools	Year of Program Improvement	Eligible for Choice Transfer
Bryte Elementary	Year 2	Yes
Elkhorn Elementary	Year 4	Yes
Stonegate Elementary	Year 1	Yes
Westfield Elementary	Year 5	Yes
River City High School	Year 2	Yes*
Yolo High School	Year 4	Yes*

*A non-program improvement school is not currently available at these schools grade levels within the district. Neighboring districts are not currently accepting transfers on choice.

For parents who select this option, the district will provide transportation to the non PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making Adequate Yearly Progress for two consecutive years, the student can remain at the school, however, transportation will no longer be provided by the district.

While space is limited at all of our schools, your preference of a non-PI school will be taken into consideration.

2009-2010 Available Schools for Choice Transfer:

- Bridgeway Island Elementary Grades K-8
- Southport Elementary Grades K-8
- Westmore Oaks Elementary Grades K-8

Washington Unified School District	Number of students eligible for Choice	Number of students who participated in Choice
2007-2008	3,805	134
2008-2009	2,998	199

Learn more about NCLB requirements and become aware of strategies to improve student academic achievement.

Additional information and resources are available at the following Web sites:

California Department of Education Title I Part A
California Department of Education Program Improvement
U. S. Department of Education

Attachment 12: Advisory Board

Dr. Sam Hill,	Superintendent, Retired, Western Association of Schools and Colleges
Jack Salisbury,	Superintendent, Retired
Charlie Leo,	Executive Director, Natomas Charter School
Ting Sun, Ph.D.	Educational Program Director, Natomas Charter School, Vice President, Accountability, California Charter Schools Association
Thomas F. Preston, MA, A.P.	Government, Economics, U.S. History Instructor
Jerry Simmons, Esq.,	Middleton, Young & Minney, LLP
<hr/>	
Staci Anderson	Executive Director, People Reaching Out, West Sacramento, CA
Bob Bilek	Assistant Superintendent, Human Resources.
Camillus Byrne	Universal Technical Institute, Sacramento, CA
Phyllis Deats	Counselor, People Reaching Out, West Sacramento, CA
Tamra Dunn	Workforce Consultant, Talent Tree, Parent, West Sacramento, CA
Stephanie Farland	Charter Schools Policy Advisor, California School Boards Association
Sylvina Frausto	Family Service Counselor, CAFÉ, Woodland, CA
Chet Gould	Teacher, Media Coordinator
Jack Jenkins	Retired Director, Career and Technical Education for the San Joaquin County Office of Education; Area Director, Vocational Education, Sacramento County Office of Education
Leslie Kendall	Educational Consultant, Kendall & Associates, Sacramento, CA
Laura Kerr	Consultant, California Charter Schools Association
Paul Kolarik	Chairman Affordable Housing Group, a 501 c(3), Vice President of First Northern Bank in West Sacramento, CA.
David Kopperud	Education Programs Consultant at the California Department of Education, Parent, Sacramento, CA
Mikael Lokteff	President, Bryte and Broderick Community Action Group, West Sacramento, CA

California College, Career & Technical Education Center Charter Petition | **2010**

Ed Loman	Educational Consultant, Houghton Mifflin Company
Jackie Long	Special Agent Supervisor with the California Department of Justice, Sacramento, CA
Jeannine Long	Commercial Real Estate Broker, Parent, Sacramento, CA
Steve McPherson	Outreach Counselor, Truant Officer, Washington Unified School District, West Sacramento, CA
Ana Barillas-Mendez	Natomas Charter School, Chief Financial Officer, Sacramento, CA
Joe Pierson	Vice Principal, Sacramento Job Corps, Sacramento, CA
Ron Pina	Career Counselor for Einstein Education Center in Woodland; Co-coordinator of Sacramento Office of Education (SCOE) Regional Occupational Programs (ROP) Self-Study for Western Association of Schools and Colleges (WASC); Supervisor of Interns for Project Pipeline, Sacramento office; and Chair of Yolo County Youth Council/Workforce Investment Board.
Mary Prather	Principal Adult Education, Sacramento City Unified School District, Sacramento, CA
Laura Preston	Legislative Advocate, Association of California Schools Administrators, Sacramento, CA
Paul Preston	Executive Director, California College, Career & Technical Education Center, West Sacramento, CA
Jodi Retzloff	Gateway Community Charters, Director of Business Services, Sacramento, CA
Allison Rodrigues	Sacramento Valley Organizing Committee, Woodland, CA
Enriquez Ruiz	Teacher, Charter Schools Consultant, Sacramento, CA
Sandy Sandoval	Senior Vice President, Grubb & Ellis, Sacramento, CA
Jeff L. Sands	Senior Manager of School Development, NE California, California Charter Schools Association Educational
Soccro Shiels	Educational Consultant, English Language Learning Specialist

California College, Career & Technical Education Center Charter Petition | **2010**

Traci Stevens	Deputy Secretary for Legislation for the Business Transportation and Housing Agency
Dennis Walters	Regional ROP Coordinator, North Orange County, Metal Shop Teacher, Placentia-Yorba Linda Unified School District.
Scott Winslow	Teacher, Parent, Dixon, CA
Robert York	Advance Academics, DeVry University

California College, Career & Technical Education Center, Inc



A California Public Charter School
A California Nonprofit Public Benefit Corporation
Updated English Language Learners
February 2, 2010

“I. PLAN FOR ENGLISH LEARNERS”

Indicate how the charter school will identify and respond to the needs of English learners. [Ref Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

CCCTEC will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCCTEC will implement the following policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

CCCTEC will administer the home language survey upon a student's initial enrollment into CCCTEC (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

CCCTEC will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents/ guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Language Learner Instruction and Intervention

CCCTEC Charter will serve ELLs at the school site through a sheltered English immersion program.

Under this program, the EL student is enrolled in a regular class and receives supplementary instruction in order to learn English.

Additional Strategies Added February 2, 2010

CCCTEC is dedicated to providing EL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all students through the school's core curriculum, enrichment programs, and life-skills curriculum.

CCCTEC will seek to hire faculty who have received Cross-Cultural Language and Academic Development ("CLAD") training and certification or the California Commission on Teacher Credentialing recognized equivalent. As many of our students are English Learners, all faculty will employ scaffolding techniques, performance based instruction, reciprocal teaching, Specifically Designed Academic Instruction in English ("SDAIE") teaching techniques, multi-faceted approaches to addresses various modalities and learning styles of students with auditory, visual, and kinesthetic learning strengths as well as other innovative practices to ensure that all students are provided with multiple avenues to access the curriculum.

For both REP and LEP students, special programs will be developed to maximize time for students to interact with native English speakers in their classes through language exchanges, elective English-Spanish paired courses, culturally directed events and outreach opportunities for EL students and their families. Students who enter CCCTEC identified as EL will be offered voluntary tutoring after school and access to enrichment opportunities outside of the traditional school day.

Immersion in the classroom is the preferred model for mastering the English language. EL students' English Language Development progress is monitored by certificated personnel, and qualified staff. Using the Highpoint ELD curriculum for our REP students and Read 180 and Prentice Hall curriculum tools for our REP students, our goal is to transition EL students into the general education program prepared for academic success as soon as possible.

CCCTEC will ensure that all EL teachers are trained in SDAIE techniques, have CLAD certification and are otherwise qualified to teach our EL students. Should a student not be officially identified as EL, but nevertheless struggle with mastery of the English language, he/she will be monitored regularly via various assessment techniques to ensure his/her mastery and retention of the material.

CCCTEC will translate written materials sent home as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English language development of their student.

The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment."

California College, Career & Technical Education Center, Inc



A California Public Charter School
A California Nonprofit Public Benefit Corporation

**Updated Special Education
February 2, 2010**

Special Education

Overview

The following provisions govern the application of special education to Charter School students:

- It is understood that all children will have access to the CCCTEC Charter School and no student shall be denied admission due to disability.
- CCCTEC Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA” or “IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities (“ADA”).
- CCCTEC Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- CCCTEC Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- CCCTEC wishes to be deemed an LEA and a member of a Special Education Local Plan Area (“SELPA”) for provision of special education services pursuant to Education Code Section 47641(a). CCCTEC shall seek the Districts support in the provision of data or information in CCCTEC’s pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the agency that granted the charter pursuant to Education Code Section 47641(c) and shall work jointly with the agency to ensure full compliance with the IDEIA.

1. Section 504 of the Rehabilitation Act

CCCTEC 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 CCCTEC. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. A 504 team will be assembled by the Director/Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator 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.

(For a the detailed CCCTEC 504 Plan see Attachment 10 page 127 of the CCCTEC Petition)

2. Services for Students under the IDEIA

CCCTEC intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. As stated above, CCCTEC shall pursue SELPA membership as an LEA to begin the first year of operation, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as CCCTEC is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), CCCTEC shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(c).

3. Services for Students under the IDEIA if the School remains a public school of the District

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(c), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, CCCTEC seeks services from the District for special education students enrolled in CCCTEC in the same manner as is provided to students in other District schools. CCCTEC will follow the District and 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 maintaining the confidentiality of pupil records. CCCTEC will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. CCCTEC will request an annual meeting between CCCTEC and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol,

to ensure that CCCTEC and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

CCCTEC acknowledges the importance of cooperating with the District so that the District can provide special education services to CCCTEC students. CCCTEC agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to CCCTEC students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. CCCTEC believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

4. Staffing

All special education services at CCCTEC will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. CCCTEC staff shall participate in all mandatory District in-service training relating to special education.

It is CCCTEC’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs CCCTEC that current District practice is for the individual school sites to hire site special education staff or the District and CCCTEC agree that CCCTEC must hire on-site special education staff. In that instance, CCCTEC shall ensure that all special education staff hired by CCCTEC is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by CCCTEC (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CCCTEC students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

5. Notification and Coordination

CCCTEC shall promptly notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. CCCTEC shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. CCCTEC shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

6. Identification and Referral

CCCTEC shall have the responsibility to identify, refer, and work cooperatively in locating CCCTEC students who have or may have exceptional needs that qualify them to receive special education services. CCCTEC will implement District and 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 by CCCTEC for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is CCCTECs understanding that the District shall provide CCCTEC with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that CCCTEC is provided with notification and relevant files of all students who have an existing IEP and who are transferring to

CCCTEC from a District school. The District shall have unfettered access to all CCCTEC student records and information in order to serve all of Charter School's students' special needs.

7. Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. CCCTEC shall work in collaboration with the District to obtain parent/guardian consent to assess CCCTEC students. CCCTEC shall not conduct special education assessments unless directed by the District.

8. IEP Meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. CCCTEC shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and CCCTEC: the Director/Principal and/or CCCTEC designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at CCCTEC and/or about the student. It's CCCTEC's understanding the District 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

9. IEP Development

CCCTEC understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's 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 District and of the SELPA and State and Federal law.

10. IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. CCCTEC shall assist the District in implementing IEPs, pursuant to District and SELPA polices in the same manner as any other school of the District. The District and CCCTEC will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, CCCTEC shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for CCCTEC's non-special education students, whichever is more. CCCTEC shall also provide all homeschool coordination and information exchange unless directed otherwise by the District. CCCTEC shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the District. CCCTEC shall comply with any directive of the District as relates to the coordination of CCCTEC and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners

would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

11. Interim and Initial Placements of New Charter School Students

For students who enroll in CCCTEC from another school district outside of the SELPA with a current IEP, the District and CCCTEC shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and CCCTEC shall implement the existing IEP at CCCTEC, to the extent practicable or as otherwise agreed between the District and parent/guardian.

12. Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. CCCTEC shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. CCCTEC shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

13. Non-discrimination

It is understood and agreed that all children will have access to CCCTEC and no student shall be denied admission nor counseled out of CCCTEC 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.

14. Parent/Guardian Concerns and Complaints

CCCTEC shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. CCCTEC shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. CCCTEC shall immediately notify the District of any concerns raised by parents. The District's designated representative, in consultation with CCCTEC's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. CCCTEC shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

CCCTEC and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and CCCTEC shall comply with the District's decision. CCCTEC and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

15. Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in CCCTEC if the District determines such action is legally necessary or advisable. CCCTEC agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and CCCTEC shall work together to defend the case. In the event that the District determines that legal representation is needed, CCCTEC agrees that it shall be jointly represented by legal counsel of the District's choosing.

CCCTEC understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

16. SELPA Representation

It's CCCTEC's understanding the District shall represent CCCTEC at all SELPA meetings and report to CCCTEC of SELPA activities in the same manner as is reported to all schools within the District.

17. Funding

CCCTEC understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and CCCTEC. CCCTEC anticipates, *without binding the District to these terms*, that based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for CCCTEC students though the SELPA Annual Budget Plan, and shall be entitled to count CCCTEC students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at CCCTEC's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from CCCTEC the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at CCCTEC site.

Contribution to Encroachment

CCCTEC shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, CCCTEC shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice CCCTEC for CCCTEC's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. CCCTEC ADA shall include all Charter School students, regardless of home district.

18. Services for Students under the IDEIA when the School Becomes an LEA and Member of SELPA

CCCTEC reserves the right to seek membership within alternative SELPAs in accordance with the applicable Local Plans and Charter School policies adopted therein. The following language applies while CCCTEC is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):

Upon approval as a member of the SELPA, CCCTEC shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act

("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to CCCTEC.

CCCTEC shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, CCCTEC shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, CCCTEC shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

California College, Career & Technical Education Center, Inc



A California Public Charter School
A California Nonprofit Public Benefit Corporation

**Updated Financial Statements
February 2, 2010**

The original petition submitted for review by the petitioners used the September 2009 estimates from the California Charter Schools Association to develop detailed budget information that reflects the educational program at the proposed charter school. An analysis of this data at the time suggested sufficient annual funds exist to support the program.

Since September 2009 educational funding has continued to come under pressure due to a severe recession in the State of California which indicates that educational funding levels are expected to decline for the next several years. To allow for this decline in revenues the CCCTEC petitioners have developed a second "updated budget" with reduced revenue limits (\$5558.00) which more accurately reflects current and foreseeable funding realities

The CCCTEC petitioners are also alert to possible cash flow issues that result from the state's schedule for allocating money to schools. Knowing this, the petitioners have arranged for a line of credit to cover shortfalls until state funds are credited to our account at the county treasury. All budget information shown here are estimates and subject to change and final approval by the CCCTEC Board of Directors.

Once the school becomes operational, balance sheets and profit & loss statements will be created at the end of each month and available for public inspection.

The Public Charter Schools Grant (PCSG) is listed as a \$600,000 revenue source in the financial statements that follow. Only new charter schools may apply and must apply within a year of authorization or the start of operation. After this petition is submitted to California State Board of Education and before it is approved by the State Board of Education, the petitioners will submit a copy to the California Department of Education (CDE) Charter Schools Unit for review. If all criteria are met, the Charter Schools Unit will issue a conditional approval contingent on the Board approving the charter. Preference points are given to new charter schools locating in areas where students formerly attended schools both in PI Year 3, 4, or 5 and having a statewide API rank of 1 or 2. CDE estimates that 80 grants will be issued each year. In 2007-08, 60 were granted. In 2008-09, 55 were granted. The proposed charter school is eligible for the maximum grant amount.

In the remainder of this section updated budget information pertinent to the operation of the proposed school is presented in the following order:

- A. Revenue and expenditures organized by object code and detailed line-by-line for the first five years. Start-up costs are also included.
- B. Cash flow projections for Year 1, Year 2, Year 3.
- C. Assumptions for students and staff.
- D. CCCTEC 2010-2011 Teacher Salary Schedule.

California College, Career & Technical Education Center, Inc

CCCTEC

A California Public Charter School
A California Nonprofit Public Benefit Corporation

Washington Unified School District
Dropout, Graduation Rates and UC / CSU Course Completion Data
February 9, 2010

Dropout

Graduation Rates

UC / CSU Course Completion Data

Source

California Department of Education

California Department of Education
Educational Demographics Office
Prepared: 2/9/2010 6:32:35 AM
Source: Statewide Student Identifiers (SSID)
Data as of: 2009-07-07

Dropouts by Ethnic Designation by Grade
Washington Unified (5772694) for the Year 2007-08
(Reported and Adjusted)

Report	Dropouts by Grade, Ethnicity
Year	2007-08
District	5772694--Washington Unified
Subgroup	All Students
Gender	All

Please read the footnote explanation below regarding why certain subgroup information is incomplete.

Also note the footnote explanation below regarding dropout calculations for alternative schools.

Ethnic Category	Reported							Adjusted								
	Grade 7 Dropouts	Grade 8 Dropouts	Grade 9 Dropouts	Grade 10 Dropouts	Grade 11 Dropouts	Grade 12 Dropouts	Ungraded Secondary Dropouts	Grade 9 -12 Dropout Total	Grade 9-12 Enrollment	Grade 9 -12 4-year Derived Dropout Rate	Grade 9 -12 1-year Dropout Rate	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 4-year Derived Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate
American Indian/Alaska Native	0	0	1	2	1	2	0	6	41	46.9%	14.6%	0	0	6	46.9%	14.6%
Asian	0	0	0	0	3	8	0	11	233	17.1%	4.7%	0	0	11	17.1%	4.7%
Pacific Islander	0	0	0	0	0	0	0	0	16	0.0%	0	0	0	0	0.0%	0
Filipino	0	0	0	0	1	0	0	1	53	6.3%	1.9%	0	0	1	6.3%	1.9%
Hispanic or Latino	0	0	3	4	12	25	0	44	694	27.1%	6.3%	0	0	44	27.1%	6.3%
African American (not Hispanic)	0	0	0	0	1	6	0	7	137	20.3%	5.1%	0	0	7	20.3%	5.1%
White	1	1	1	1	10	15	0	27	709	15.3%	3.8%	0	1	28	15.7%	3.9%
Multiple/No Response	0	0	1	1	1	6	0	9	43	61.6%	20.9%	0	0	9	61.6%	20.9%
District Total	1	1	6	8	29	62	0	105	1,926	21.6%	5.5%	0	1	106	21.8%	5.5%
Countywide	2	9	34	57	137	301	1	530	9,247	21.6%	5.7%	1	40	569	23.1%	6.2%
Statewide	4,149	4,755	9,737	10,995	14,657	42,794	186	78,369	2,015,720	15.3%	3.9%	3,525	23,576	98,420	18.9%	4.9%

Subgroup: All Students, Gender: All

Dropout counts are derived from student-level data starting in 2006-07.

Dropout Reporting (CA Dept of Education)

California Department of Education
Educational Demographics Office
Prepared: 2/9/2010 6:31:09 AM
Source: Statewide Student Identifiers (SSID)
Data as of: 2008-10-15

Dropouts by Ethnic Designation by Grade
Washington Unified (5772694) for the Year 2006-07
(Reported and Adjusted)

Report	Dropouts by Grade, Ethnicity
Year	2006-07
District	5772694--Washington Unified
Subgroup	All Students
Gender	All

Please read the footnote explanation below regarding why certain subgroup information is incomplete.

Also note the footnote explanation below regarding dropout calculations for alternative schools.

Ethnic Category	Reported							Adjusted								
	Grade 7 Dropouts	Grade 8 Dropouts	Grade 9 Dropouts	Grade 10 Dropouts	Grade 11 Dropouts	Grade 12 Dropouts	Ungraded Secondary Dropouts	Grade 9-12 Dropout Total	Grade 9-12 Enrollment	Grade 9-12 Dropout Rate	Grade 9-12 Dropout Rate	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 Dropout Rate	Adjusted Grade 9-12 Dropout Rate
American Indian/Alaska Native	0	0	1	1	0	1	0	3	45	58.2%	6.7%	0	0	3	58.2%	6.7%
Asian	2	0	0	1	0	8	0	9	217	16.2%	4.1%	0	0	9	16.2%	4.1%
Pacific Islander	0	0	0	0	0	0	0	0	22	0.0%	0	0	0	0	0.0%	0
Filipino	2	0	0	0	0	1	0	1	50	6.7%	2.0%	0	0	1	6.7%	2.0%
Hispanic or Latino	3	1	3	4	10	23	0	40	689	23.9%	5.8%	3	7	44	25.1%	6.4%
African American (not Hispanic)	3	0	0	0	2	3	0	5	112	22.6%	4.5%	0	1	6	25.1%	5.4%
White	3	0	5	5	11	23	0	44	726	24.5%	6.1%	1	8	51	27.3%	7.0%
Multiple/No Response	0	0	0	0	0	0	0	0	7	**	0	0	0	0	**	0
District Total	13	1	9	11	23	59	0	102	1,868	22.5%	5.5%	4	16	114	24.2%	6.1%
Countywide	30	18	25	37	83	228	0	373	9,355	15.5%	4.0%	23	58	408	16.7%	4.4%
Statewide	6,008	7,417	12,426	12,862	15,864	43,209	242	84,603	1,997,181	16.8%	4.2%	13,017	37,425	109,011	21.1%	5.5%

Subgroup: All Students, Gender: All

Dropout counts are derived from student-level data starting in 2006-07.

District Level Reports

California Department of Education
Educational Demographics Unit
Prepared: 2/9/2010 6:33:31 AM

Report Dropouts by Ethnic Group, Grade
Year 2005-06
District 5772694--WASHINGTON UNIFIED

Ethnic Group	Gr. 7 Drop	Gr. 7 Enroll	%	Gr. 8 Drop	Gr. 8 Enroll	%	Gr. 9 Drop	Gr. 9 Enroll	%	Gr. 10 Drop	Gr. 10 Enroll	%	Gr. 11 Drop	Gr. 11 Enroll	%	Gr. 12 Drop	Gr. 12 Enroll	%	Other Secdy Enrl	Total Drop (9-12)	Total Enroll (9-12)	4 Yr Derived Rate (9-12)	1 Yr Rate (9-12)
AM IND	0	12	0.0	1	13	7.7	2	14	14.3	1	19	5.3	0	8	0.0	0	7	0.0	0	3	48	18.8	6.2
ASIAN	0	56	0.0	0	59	0.0	1	46	2.2	0	54	0.0	0	59	0.0	7	51	13.7	0	8	210	15.6	3.8
PAC ISLD	0	6	0.0	0	6	0.0	0	6	0.0	0	5	0.0	0	5	0.0	2	8	25.0	0	2	24	25.0	8.3
FILIPINO	0	7	0.0	0	14	0.0	0	10	0.0	0	13	0.0	0	13	0.0	0	7	0.0	0	0	43	0.0	0.0
HISPANIC	0	244	0.0	2	184	1.1	0	217	0.0	1	222	0.5	1	149	0.7	19	145	13.1	0	21	733	14.1	2.9
AFR AM	0	35	0.0	0	30	0.0	1	26	3.8	0	30	0.0	0	19	0.0	7	18	38.9	0	8	93	41.2	8.6
WHITE	0	217	0.0	0	229	0.0	3	200	1.5	2	223	0.9	4	169	2.4	17	159	10.7	0	26	751	14.9	3.5
MULT./NO RESP	0	1	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0	**	0.0
<u>District Total</u>	0	578	0.0	3	535	0.6	7	519	1.3	4	566	0.7	5	422	1.2	52	395	13.2	0	68	1,902	15.9	3.6
<u>County Totals</u>	1	2,292	0.0	6	2,307	0.3	29	2,361	1.2	16	2,426	0.7	44	2,307	1.9	169	2,148	7.9	10	258	9,252	11.3	2.8
<u>State Totals</u>	4,897	491,516	1.0	5,737	489,567	1.2	10,643	547,014	1.9	10,177	515,761	2.0	12,529	467,304	2.7	32,341	423,289	7.6	21,277	65,690	1,974,645	13.6	3.3

Notes:

- Data from direct funded charter school(s) are included with data from the district that chartered the school.
- In 2002-03 the California Department of Education started using the National Center for Education Statistics [dropout criteria](#).

Dropout Formulae:

- 1 Year Rate Formula: (Gr. 9-12 Dropouts/Gr. 9-12 Enrollment)*100
- 4 Year Derived Rate Formula: $(1 - ((1 - (\text{drop gr 9/enroll gr 9})) * (1 - (\text{drop gr 10/enroll gr 10})) * (1 - (\text{drop gr 11/enroll gr 11})) * (1 - (\text{drop gr 12/enroll gr 12})))) * 100$
- ** Asterisks in the 4 year derived rate column indicate that one or more grade levels have zero enrollment. If a grade level has zero enrollment, the formula can not be calculated.



California Department of Education
Educational Demographics Office
Data as of: 7/7/2009

Graduation Rates Based on NCES Definition - School Report

Select Year 2007-08 Report Graduation Rates Based on NCES Definition by School

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

[Data sources](#) [FAQs](#)

SCHOOL TOTALS:	Dropouts Gr.9 (04-05)	Dropouts Gr.10 (05-06)	Dropouts Gr.11 (2006-07)	Dropouts Gr.12 (2007-08)	Dropouts Gr.9 (04-05) through Gr.12 (2007-08)	Grade 12 Graduates (2007-08)	Graduation rate*
RIVER CITY HIGH	5	3	7	21	36	297	89.2
<u>DISTRICT TOTAL:</u>	13	4	27	62	106	330	75.7
<u>COUNTY TOTAL:</u>	20	16	95	318	449	1,761	79.7
<u>STATE TOTAL:</u>	10,447	10,177	22,045	50,217	92,886	376,393	80.2

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)
divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(04-05\)](#) - CBEDS October 2005
Dropouts Gr.10 (05-06) - CBEDS October 2006
Dropouts Gr.11 (06-07) - CBEDS October 2007*
Dropouts Gr.12 (07-08) - CBEDS October 2008*
Grade 12 Graduates (07-08) - CBEDS October 2008*

*Dropout and graduate counts are derived from student-level data.

[Web Policy](#)



California Department of Education
Educational Demographics Office
Data as of: 10/15/2008

Graduation Rates Based on NCES Definition - School Report

Select Year 2006-07 Report Graduation Rates Based on NCES Definition by School

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

[Data sources](#) [FAQs](#)

SCHOOL TOTALS:	Dropouts Gr.9 (03-04)	Dropouts Gr.10 (04-05)	Dropouts Gr.11 (05-06)	Dropouts Gr.12 (2006-07)	Dropouts Gr.9 (03-04) through Gr.12 (2006-07)	Grade 12 Graduates (2006-07)	Graduation rate*
RIVER CITY HIGH	6	8	3	18	35	269	88.5
<u>DISTRICT TOTAL:</u>	13	14	5	56	88	303	77.5
<u>COUNTY TOTAL:</u>	39	27	44	228	338	1,824	84.4
<u>STATE TOTAL:</u>	11,678	10,458	12,529	51,105	85,770	356,641	80.6

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)
divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(03-04\)](#) - CBEDS October 2004
Dropouts Gr.10 (04-05) - CBEDS October 2005
Dropouts Gr.11 (05-06) - CBEDS October 2006
Dropouts Gr.12 (06-07) - CBEDS October 2007*
Grade 12 Graduates (06-07) - CBEDS October 2007*

*This is the first year that dropout and graduate counts are derived from student-level data.

Web Policy



California Department of Education
Educational Demographics Office
Data as of: 5/30/2008 4:32:20 PM

Graduation Rates Based on NCES Definition - School Report

Select Year 2005-06 Report Graduation Rates Based on NCES Definition by School

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

[Data sources](#) [FAQs](#)

SCHOOL TOTALS:	Dropouts Gr.9 (02-03)	Dropouts Gr.10 (03-04)	Dropouts Gr.11 (04-05)	Dropouts Gr.12 (05-06)	Dropouts Gr.9 (02-03) through Gr.12 (05-06)	Grade 12 Graduates (05-06)	Graduation rate*
RIVER CITY HIGH	15	13	11	49	88	270	75.4
<u>DISTRICT TOTAL:</u>	22	23	15	52	112	303	73.0
<u>COUNTY TOTAL:</u>	46	55	51	169	321	1,778	84.7
<u>STATE TOTAL:</u>	12,418	12,422	12,119	32,341	69,300	349,207	83.4

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)
divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(02-03\)](#) - CBEDS October 2003
Dropouts Gr.10 (03-04) - CBEDS October 2004
Dropouts Gr.11 (04-05) - CBEDS October 2005
Dropouts Gr.12 (05-06) - CBEDS October 2006
Grade 12 Graduates (05-06) - CBEDS October 2006

[Web Policy](#)



California Department of Education
Educational Demographics Office
Data as of: 12/26/2007 10:36:57 AM

Graduation Rates Based on NCES Definition - School Report

Select Year 2004-05 Report Graduation Rates Based on NCES Definition by School

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

[Data sources](#) [FAQs](#)

SCHOOL	Dropouts Gr.9 (01-02)	Dropouts Gr.10 (02-03)	Dropouts Gr.11 (03-04)	Dropouts Gr.12 (04-05)	Dropouts Gr.9 (01-02) through Gr.12 (04-05)	Grade 12 Graduates (04-05)	Graduation rate*
RIVER CITY HIGH	17	18	11	29	75	275	78.6
<u>DISTRICT TOTAL:</u>	17	25	19	29	90	312	77.6
<u>COUNTY TOTAL:</u>	24	46	56	114	240	1,789	88.2
<u>STATE TOTAL:</u>	11,765	12,940	12,834	24,894	62,433	355,275	85.1

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)

divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(01-02\)](#) - CBEDS October 2002
[Dropouts Gr.10 \(02-03\)](#) - CBEDS October 2003
[Dropouts Gr.11 \(03-04\)](#) - CBEDS October 2004
[Dropouts Gr.12 \(04-05\)](#) - CBEDS October 2005
[Grade 12 Graduates \(04-05\)](#) - CBEDS October 2005

Web Policy



California Department of Education
Educational Demographics Office
Data as of: 6/1/2007 10:40:59 AM

Graduation Rates Based on NCES Definition - School Report

Select Year 2003-04 Report Graduation Rates Based on NCES Definition by School

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

[Data sources](#) [FAQs](#)

SCHOOL TOTALS:	Dropouts Gr.9 (00-01)	Dropouts Gr.10 (01-02)	Dropouts Gr.11 (02-03)	Dropouts Gr.12 (03-04)	Dropouts Gr.9 (00-01) through Gr.12 (03-04)	Grade 12 Graduates (03-04)	Graduation rate*
RIVER CITY HIGH	5	15	7	15	42	279	86.9
<u>DISTRICT TOTAL:</u>	5	15	15	22	57	328	85.2
<u>COUNTY TOTAL:</u>	13	39	55	200	307	1,726	84.9
<u>STATE TOTAL:</u>	11,524	10,750	13,596	23,109	58,979	342,987	85.3

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)
divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(00-01\)](#) - CBEDS October 2001
[Dropouts Gr.10 \(01-02\)](#) - CBEDS October 2002
[Dropouts Gr.11 \(02-03\)](#) - CBEDS October 2003
[Dropouts Gr.12 \(03-04\)](#) - CBEDS October 2004
[Grade 12 Graduates \(03-04\)](#) - CBEDS October 2004

[Web Policy](#)



California Department of Education
Educational Demographics Office
Data as of: 5/6/2004 2:17:25 PM

Graduation Rates Based on NCES Definition - School Report

Select Year 2002-03 Report Graduation Rates Based on NCES Definition by School

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

[Data sources](#) [FAQs](#)

SCHOOL TOTALS:	Dropouts Gr.9 (99-00)	Dropouts Gr.10 (00-01)	Dropouts Gr.11 (01-02)	Dropouts Gr.12 (02-03)	Dropouts Gr.9 (99-00) through Gr.12 (02-03)	Grade 12 Graduates (02-03)	Graduation rate*
RIVER CITY HIGH	12	5	14	18	49	286	85.4
<u>DISTRICT TOTAL:</u>	12	5	14	32	63	359	85.1
<u>COUNTY TOTAL:</u>	20	40	64	167	291	1,734	85.6
<u>STATE TOTAL:</u>	11,607	10,964	11,110	18,610	52,291	341,278	86.7

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)
divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(99-00\)](#) - CBEDS October 2000
[Dropouts Gr.10 \(00-01\)](#) - CBEDS October 2001
[Dropouts Gr.11 \(01-02\)](#) - CBEDS October 2002
[Dropouts Gr.12 \(02-03\)](#) - CBEDS October 2003
[Grade 12 Graduates \(02-03\)](#) - CBEDS October 2003

[Web Policy](#)

School Graduation Numbers



California Department of Education
 Educational Demographics Office
 Data as of: 7/7/2009

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

Select Year 2007-08 Report Grads & Grads with UC/CSU required Courses by Gender & Ethnicity

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

School	Gender	# of Grads	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total								
			Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses							
River City High 5735154	Female	5	1 (20.0%)	23	13 (56.5%)	4	2 (50.0%)	5	2 (40.0%)	51	11 (21.6%)	11	1 (9.1%)	59	21 (35.6%)	0	0 (0.0%)	158	51 (32.3%)
	Male	2	0 (0.0%)	24	9 (37.5%)	0	0 (0.0%)	3	1 (33.3%)	39	6 (15.4%)	7	1 (14.3%)	64	17 (26.6%)	0	0 (0.0%)	139	34 (24.5%)
	Total	7	1 (14.3%)	47	22 (46.8%)	4	2 (50.0%)	8	3 (37.5%)	90	17 (18.9%)	18	2 (11.1%)	123	38 (30.9%)	0	0 (0.0%)	297	85 (28.6%)
District Total	Female	6	1 (16.7%)	24	13 (54.2%)	5	2 (40.0%)	5	2 (40.0%)	57	11 (19.3%)	11	1 (9.1%)	68	21 (30.9%)	1	0 (0.0%)	177	51 (28.8%)
	Male	3	0 (0.0%)	27	9 (33.3%)	0	0 (0.0%)	3	1 (33.3%)	43	6 (14.0%)	7	1 (14.3%)	70	17 (24.3%)	0	0 (0.0%)	153	34 (22.2%)
	Total	9	1 (11.1%)	51	22 (43.1%)	5	2 (40.0%)	8	3 (37.5%)	100	17 (17.0%)	18	2 (11.1%)	138	38 (27.5%)	1	0 (0.0%)	330	85 (25.8%)
County Total	Female	11	3 (27.3%)	106	77 (72.6%)	7	2 (28.6%)	9	4 (44.4%)	274	69 (25.2%)	23	4 (17.4%)	481	273 (56.8%)	8	5 (62.5%)	919	437 (47.6%)
	Male	5	2 (40.0%)	92	52 (56.5%)	8	2 (25.0%)	6	2 (33.3%)	252	49 (19.4%)	21	5 (23.8%)	455	214 (47.0%)	3	0 (0.0%)	842	326 (38.7%)
	Total	16	5 (31.2%)	198	129 (65.2%)	15	4 (26.7%)	15	6 (40.0%)	526	118 (22.4%)	44	9 (20.5%)	936	487 (52.0%)	11	5 (45.5%)	1,761	763 (43.3%)
State Total	Female	1,872	459 (27.5%)	19,662	12,597 (64.1%)	1,317	416 (31.6%)	6,152	3,099 (50.4%)	76,478	19,668 (25.7%)	14,012	3,836 (27.4%)	71,333	31,458 (44.1%)	4,215	1,491 (35.4%)	194,841	73,024 (37.5%)
	Male	1,402	330 (23.5%)	19,747	10,718 (54.3%)	1,187	270 (22.7%)	6,320	2,493 (39.4%)	86,998	12,546 (18.7%)	12,014	2,224 (18.5%)	70,011	24,860 (35.5%)	3,873	1,129 (29.2%)	181,552	54,570 (30.1%)
	Total	3,074	789 (25.7%)	39,409	23,315 (59.2%)	2,504	686 (27.4%)	12,472	5,592 (44.8%)	143,476	32,214 (22.5%)	26,026	6,060 (23.3%)	141,344	56,318 (39.8%)	8,088	2,620 (32.4%)	376,393	127,594 (33.9%)

Web Policy

School Graduation Numbers

1

Page 1 of 1



California Department of Education
Educational Demographics Office
Data as of: 10/15/2008

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

Select Year 2006-07 Report Grads & Grads with UC/CSU required Courses by Gender & Ethnicity

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

School	Gender	# of Grads	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total
			# of Grads	# of Grads	# of Grads	# of Grads	# of Grads	# of Grads	# of Grads	# of Grads	# of Grads
River City High 5735154	Female	0 (0.0%)	21 (47.6%)	2 (50.0%)	6 (50.0%)	44 (27.3%)	10 (10.0%)	52 (21.2%)	1 (0.0%)	136 (27.9%)	
	Male	0 (0.0%)	23 (26.1%)	2 (0.0%)	7 (71.4%)	47 (12.8%)	3 (0.0%)	51 (11.8%)	0 (0.0%)	133 (17.3%)	
	Total	0 (0.0%)	44 (36.4%)	4 (25.0%)	13 (61.5%)	91 (19.8%)	13 (7.7%)	103 (16.5%)	1 (0.0%)	269 (22.7%)	
District Total	Female	2 (0.0%)	21 (47.6%)	2 (50.0%)	7 (42.9%)	56 (21.4%)	12 (8.3%)	57 (19.3%)	2 (0.0%)	159 (23.9%)	
	Male	0 (0.0%)	24 (25.0%)	2 (0.0%)	8 (62.5%)	53 (11.3%)	3 (0.0%)	54 (11.1%)	0 (0.0%)	144 (16.0%)	
	Total	2 (0.0%)	45 (35.6%)	4 (25.0%)	15 (53.3%)	109 (16.5%)	15 (6.7%)	111 (15.3%)	2 (0.0%)	303 (20.1%)	
County Total	Female	6 (50.0%)	88 (75.0%)	4 (50.0%)	14 (50.0%)	290 (22.1%)	33 (33.3%)	470 (52.6%)	11 (45.5%)	916 (44.2%)	
	Male	1 (0.0%)	105 (55.2%)	9 (11.1%)	14 (57.1%)	296 (15.2%)	20 (30.0%)	455 (38.0%)	8 (37.5%)	908 (32.4%)	
	Total	7 (42.9%)	193 (64.2%)	13 (23.1%)	28 (53.6%)	586 (18.6%)	53 (32.1%)	925 (45.4%)	19 (42.1%)	1,824 (38.3%)	
State Total	Female	1,515 (25.7%)	18,935 (64.7%)	1,204 (30.4%)	5,799 (51.7%)	68,453 (28.7%)	13,889 (31.2%)	70,158 (43.8%)	4,635 (39.3%)	184,588 (39.3%)	
	Male	1,351 (21.1%)	19,170 (55.0%)	1,181 (25.7%)	5,963 (39.9%)	60,009 (21.2%)	11,848 (20.9%)	68,437 (35.0%)	4,094 (31.0%)	172,053 (31.4%)	
	Total	2,866 (23.6%)	38,105 (59.8%)	2,385 (28.1%)	11,762 (45.7%)	128,462 (25.2%)	25,737 (26.5%)	138,595 (39.5%)	8,729 (35.4%)	356,641 (35.5%)	

Web Policy

School Graduation Numbers



California Department of Education
 Educational Demographics Office
 Data as of: 5/30/2008 4:32:20 PM

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

Select Year 2005-06 Report Grads & Grads with UC/CSU required Courses by Gender & Ethnicity

Select School RIVER CITY HIGH -- WASHINGTON UNIF -- 5772694-5735154

School	Gender	American Indian or Alaska Native		Asian		Pacific Islander		Filipino		Hispanic or Latino		African American		White (not Hispanic)		Multiple or No Response		Total	
		# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
River City High 5735154	Female	2	1 (50.0%)	21	5 (23.8%)	3	0 (0.0%)	2	0 (0.0%)	51	9 (17.6%)	4	0 (0.0%)	76	30 (39.5%)	0	0 (0.0%)	159	45 (28.3%)
	Male	1	1 (100.0%)	17	6 (35.3%)	1	0 (0.0%)	2	1 (50.0%)	42	7 (16.7%)	3	1 (33.3%)	45	11 (24.4%)	0	0 (0.0%)	111	27 (24.3%)
	Total	3	2 (66.7%)	38	11 (28.9%)	4	0 (0.0%)	4	1 (25.0%)	93	16 (17.2%)	7	1 (14.3%)	121	41 (33.9%)	0	0 (0.0%)	270	72 (26.7%)
District Total	Female	3	1 (33.3%)	25	5 (20.0%)	3	0 (0.0%)	2	0 (0.0%)	60	9 (15.0%)	6	0 (0.0%)	84	30 (35.7%)	0	0 (0.0%)	183	45 (24.6%)
	Male	1	1 (100.0%)	17	6 (35.3%)	1	0 (0.0%)	2	1 (50.0%)	44	7 (15.9%)	4	1 (25.0%)	51	11 (21.6%)	0	0 (0.0%)	120	27 (22.5%)
	Total	4	2 (50.0%)	42	11 (26.2%)	4	0 (0.0%)	4	1 (25.0%)	104	16 (15.4%)	10	1 (10.0%)	135	41 (30.4%)	0	0 (0.0%)	303	72 (23.8%)
County Total	Female	11	2 (18.2%)	91	58 (63.7%)	7	4 (57.1%)	10	6 (60.0%)	311	94 (30.2%)	28	10 (35.7%)	492	309 (62.8%)	7	2 (28.6%)	957	485 (50.7%)
	Male	4	2 (50.0%)	87	56 (64.4%)	5	0 (0.0%)	8	6 (75.0%)	250	66 (26.4%)	21	8 (38.1%)	443	241 (54.4%)	3	1 (33.3%)	821	380 (46.3%)
	Total	15	4 (26.7%)	178	114 (64.0%)	12	4 (33.3%)	18	12 (66.7%)	561	160 (28.5%)	49	18 (36.7%)	935	550 (58.8%)	10	3 (30.0%)	1,778	865 (48.7%)
State Total	Female	1,531	439 (28.7%)	19,142	12,475 (65.2%)	1,164	389 (33.4%)	5,867	3,055 (52.1%)	66,154	19,296 (29.2%)	13,736	4,134 (30.1%)	70,162	31,814 (45.3%)	2,714	1,007 (37.1%)	180,470	72,609 (40.2%)
	Male	1,300	229 (17.6%)	19,285	10,642 (55.2%)	1,146	279 (24.3%)	5,784	2,238 (38.7%)	58,451	12,549 (21.5%)	11,811	2,344 (20.2%)	68,800	24,407 (35.6%)	2,580	722 (28.0%)	168,737	53,410 (31.7%)
	Total	2,831	668 (23.6%)	38,407	23,117 (60.2%)	2,310	668 (28.9%)	11,651	5,293 (45.4%)	124,805	31,845 (25.8%)	25,347	6,478 (25.6%)	138,762	56,221 (40.5%)	5,294	1,729 (32.7%)	349,207	126,019 (36.1%)

Web Policy



My Charter School Budget Workbook

Congratulations! You have made the decision to devote your time and energy to make the lives of California's children better. The California Charter Schools Association salutes your decision, and we are here to support you in this effort.

While education is central to the mission of a charter school, a school will not last long without strong financial management. The world of school finance is complex and can be intimidating. To assist you in what may be your first foray into creating a school budget, the California Charter Schools Association has created this workbook to take you **step by step through the budget creation process**.

Upon completion of this workbook, you will have the following financial tools for your charter school:

- ➔ A Planning Budget for your Start-up Year and First Three Years of Operation
- ➔ Cash Flow Projections for Your First Three Years

We have made this budgeting process as automatic as possible. However, you will still need to determine independently your eligibility for certain funding programs such as Federal Title I funds. Further, you will need to project expenses in areas such as staff development and facilities. These are important areas for you to reflect upon early in your charter development.

The instructions below will lead you through the workbook. **If you have any questions about this workbook or any other issue facing you as a charter school operator, please do not hesitate to contact the California Charter Schools Association's Help Desk at 866.411.2272 or helpdesk@charterassociation.org**

General Instructions

1. Fill out the Assumptions Worksheet, inserting the enrollment, Free and Reduced Lunch estimates, number of teachers, average salaries for all staff positions, etc. Cells in the Planning Budget will be filled in automatically from this data.
2. Yellow cells require data input. Blue cells will be automatically filled and require no additional information. Please note, however, that schools may choose instead to enter data directly in the blue cells on the planning and operating budget layouts. Thus, for example, schools can ignore the per student entries for textbooks, supplies, or the salary averages, and choose instead to enter the total for those categories directly on the budget templates.
3. Once the Assumptions worksheet is filled in, please work through the Start Up and Planning Budget tabs, entering information in the remaining yellow cells as needed. Some cells may not be needed by all schools.
4. The Line Item Description worksheet contains information for each item in the budget. Budget is arranged by the Standardized Account Code Structure. For example, line 52 (Object Code 5200) is for entering expenses for travel and conferences.



Charter School Budget Workbook Line Item Description and Methodology

Code	Name	Description	Methodology
Revenues			
8015	Charter Schools General Purpose Entitlement	State-aid portion of the general purpose entitlement funding for charter schools. Includes both state funded portion of entitlement and local in-lieu property taxes. In the cash flow worksheet, the state and local portions are separated out in Year 1 due to differences in revenue timing.	Set by state budget and grade specific amount listed in column D, rows 14 - 17 of Planning Budget
8290	No Child Left Behind Title I	Includes ECIA/ESEA/IASA	LEAs apply through the consolidated funding process. Eligibility is based on percentage of free and reduced lunch qualified students. Calculation is as follows: Schools with greater than 45% of students that qualify for Free/Reduced Lunch, multiply the FRL number by .41 and the resulting product by \$1200.
8110	CDE Public Charter School Grant Program	CDE start-up and implementation grants	Download RFP from CDE website at www.cde.ca.gov/sp/cs/as/
8190	EESA/Math & Science	Education for Economic Security Act (TITLE II)	
8220	Child Nutrition - Federal	Federally subsidy for food programs	Information form and funding rates are available at www.cde.ca.gov/ls/nu/sn/nsfp.asp
8260-8299	Other Federal Revenues	Include TUPE (tobacco use prevention education), Title III, Title V, EETT, and others	LEAs apply through the consolidated funding process. Consolidated funding application is available at www.cde.ca.gov/fq/aa/co
8480	Charter Schools Categorical Block Grant	State funding received in-lieu of specific categorical aid	For 2009-10 year, schools will receive \$400 per ADA, the amount will increase by COLA in future years.
8321	Special Education - State	If you are an arm of the district for special education purposes, funds flow directly to the district. If you are your own LEA for purposes of special education, your school will receive these funds and pay full cost for special education services.	Funding levels vary widely by Special Education Local Plan Area (SELPA). Schools must consult local SELPA director for funding level. Typical SELPA funding range is between \$380 and \$480 per ADA. There is often encroachment on special education funding. This encroachment is reflected in line 104 of the budget.
8556	State Lottery	Revenue received via state lottery funds.	Lottery funds are based on prior year P-2 enrollment. First year schools will begin receiving lottery funds in the second year of operation.
8536	CSR (Class Size Reduction)	Funds received for students in grades K-3 that are in classrooms with a maximum student teacher ratio of 20:1	The Planning Budget will calculate this automatically based on K 3 enrollment/teachers. Please note that half-day students count as .5 enrollment. More information on CSR is available here: http://www.cde.ca.gov/ls/cs/k3/index.asp
8584	Economic Impact Aid	Aid received to provide services to students from low income and/or limited english proficiency.	Enter number of free and reduced lunch students and english language learners on enrollment worksheet. The English Learner (EL) number from the prior year and the FRL number from the current year are multiplied by the current rate. A student who is qualifies both as EL and a FRL recipient counts twice. Beginning in 2007-08, rather than simply use the FRL number, the CDE will rely on a similar formula to count Economically Disadvantage (ED) students. For the purpose of planning, your

8536	Any Other State Revenues	Any state funds that do not fit in the above categories should be placed here.	For information on eligibiltiy for FRL, go to www.cde.ca.gov/ls/nu/sn/mgmb.asp
8600	Transfers from Sponsoring LEAs to Charter Schools	Funds from authorizing LEA based on MOUs or JPAs to pass through funds.	
8660	Interest	Interest earnings on any balances.	
8699	Fundraising	Earnings from any local fundraising efforts (e.g. bake sales, holiday wrapping paper, auctions)	
8700	Other Grants		
8710	All Other Local Revenues	Any local revenue not included in the above categories should be placed here.	
8979	Charter School Revolving Loan	Loan from CDE for up to \$250,000 for a maximum of 5 years. Please Note: As a loan, it must be repaid. Repayment will be taken directly from your apportionment. It takes several months to receive approval and funds from this program, plan accordingly.	
Expenditures			
1100	Teachers' Salaries	Certificated teachers, including part-time (but not substitute), resource specialists, counselors and others, that are eligible for STRS.	Contact local district to determine average certificated instructor salary. Input this amount into Assumptions Worksheet column C, row 60.
1170	Substitute Teacher Salaries	Estimate in your budget for substitute teacher pay.	This represents 3% - 5% of teachers' salaries on average or estimate absentee rate x local district compensation rate (average \$130/day)
1200	Certificated Pupil Support Salaries	This can include classroom aids and other support staff.	Contact local district to determine average support staff salary. Input this amount into Assumptions Worksheet column F, line 60
1300	Certificated Supervisors' and Administrators' Salaries	Certificated administrative staff only. Please note: Charter school administrative staff are not required to be certificated.	Input this amount into Assumptions Worksheet column I, line 60
1900	Other Certificated Salaries	Any certificated employee not included in the above categories.	
2100	Instructional Aides' Salaries	Classified (non-certificated) instructional aides	Input this amount into Assumptions Worksheet column C, line 79
2200	Non-certificated Support Salaries	Classified (non-certificated) support staff	Input this amount into Assumptions Worksheet column F, line 79
2300	Non-certificated Supervisors' and Administrators' Sal.	Classified (non-certificated) administrators. Non-certificated administrators do not qualify for STRS.	Input this amount into Assumptions Worksheet column C, line 87
2400	Clerical and Office Salaries	Non-administrative clerical salaries	Input this amount into Assumptions Worksheet column F, line 87
2900	Other Non-certificated Salaries (IT support, etc.)	Non-administrative and non-clerical employees such as IT support	Input this amount into Assumptions Worksheet column I, line 87
3101-3102	STRS	Expenditures to provide certificated personnel with retirement benefits under State Teachers' Retirement System, excludes employee contribution	If school opts to use STRS, the current employer contribution rate will likely be 8.75% in 2007-08. Part-time certificated employees may become eligible after reaching a certain level of service hours. More information is available at www.calstrs.com

3201-3202	PERS	Expenditures to provide classified (non-certificated) personnel with retirement benefits under Public Employees' Retirement System, excludes employee contribution. PERS is open to all full-time employees that do not qualify for STRS.	The current employer contribution rate is 9.2% of employee salary. Please note: PERS does not exempt employees or employer from required Social Security payments. More information is available at www.calpers.ca.gov
3301-3302	OASDI/Medicare	Includes employer social security and Medicare contributions	Current employer contribution rate is 7.65% of employee salary. The entire amount is required for employees receiving PERS (or no other retirement plan). For certificated employees accessing STRS, the school does not have to make a OASDI (social security) contribution which is currently equal to 6.2%. Contact STRS or your payroll service for additional information.
3401-3402	Health and Welfare Benefits	All health plans (e.g. dental, vision, medical)	Schools can specify a flat level of contribution (e.g. \$6000 per FTE). It is recommended that schools look at surrounding districts' contributions and use those figures to develop flat charter school contribution.
3501-3502	Unemployment Insurance		Tends to be a low percentage (<1%). However, it will increase when school has claims.
3601-3602	Workers' Compensation Insurance		Costs average between 4% and 8% of total salary.
3701-3702	Retiree Benefits	Other retirement benefits not included in the categories above	
3901-3902	Other Employee Benefits	Other benefits not included in the categories above (e.g. severance packages, staff development)	
4100	Approved Textbooks and Core Curricula Materials	Charter schools do not have to purchase from approved list as instructional material funding is now included in the categorical block grant.	Contact Individual Principals and districts - must reflect educational plan and mission. Average per student costs range from \$150-\$400.
4200	Books and Other Reference Materials	This includes library books, instructional manuals, teacher reference books etc.	Average per pupil cost is low, unless new school is creating a library. (<\$10 per student)
4300	Materials and Supplies		
4400	Noncapitalized Equipment(computers, printers, servers)	Items that do not meet the capital expense thresholds, this includes classroom equipment such as computers or lab supplies. Should not have a value greater than \$5,000.	This item could be entered as a total cost entry directly on the worksheet if school prefers to itemize these purchases individually (\$25K computers and server, for example, where each item cost less than \$5000).
4700	Food	Cost to provide food service for students including those qualifying for Free/Reduced Lunch	
5200	Travel and Conferences	This includes travel reimbursements for interviewing candidates, for school authorized travel, for the Annual Charter School Conference registrations, hotel and other travel related expenses.	Please review the staff development sections in charter petition to ensure adequate budget for travel and conferences if these are included as part of staff development activities.
5300	Dues and Memberships	All subscriptions, dues and membership fees for teachers and administrators.	Please review staff development plan to ensure adequate funding for professional development support through associations and publications.
5400	Insurance	Costs for insurance coverage such as general liability, directors and officers, and worker's compensation. This does not include employee benefits.	Schools should receive quotes for general liability, board insurance, and workers compensation at a minimum. Please visit the Association website for information on our insurance offerings.
5500	Operations and Housekeeping Services	Expenses for water, heating, fuel, light, power, waste disposal, pest control laundry, etc.	Schools can request prior tenant records or use estimates based on similar sq. footage of commercial space.

5600	Rentals, Leases, Repairs, and Noncap. Improvements	Expenditures for rentals, leases, and repairs for maintenance buildings and sites. Include materials for costs of repairs and upgrades.	
5800	Professional/Consulting Services and Operating Expenditures	Expenses for all personnel not on the payroll. Include all contractors and firms on a fee for service basis. Student fees for Community College courses and non-public school costs for exceptional needs students are included in this line item.	Include legal costs, transportation for field trips, IT support, outside business services, etc. Review the school education plan to ensure alignment with described programs and associated costs.
5900	Communications (phones, ISP, Internet)	Costs for pagers, cell phones, beepers, and telephone service. Include fax lines and TV cables, Internet service and postage.	Schools can qualify for significant savings under the federally subsidized E-Rate program.
6100-6170	Land and Land Improvements	Acquisition of land, including expenses associated with acquisition such as appraisal fees, search and title insurance, surveys, and other fees.	This would include sites for portable classrooms. These costs are typically included in the rental or purchase price of the facility.
6200	Buildings and Improvements of Buildings	Construction or purchase of new buildings and additions. Include advertising, architectural and engineering fees, inspections, tests, demo, heating and ventilation installation, etc.	Schools should obtain receive written estimates (at least three for major work or in accordance with board's fiscal policies).
6300	Books and Media for New Libraries	For new and significantly expanded libraries. Considered a major, capital expenditure.	For schools creating new libraries using new library funds. This will not apply to most charter schools.
6400	Equipment (computers, servers, etc. over \$5,000)	This applies to movable property such as vehicles, machinery, computer systems, playground equipment with an estimated use life over one year and acquisition costs which exceed the capitalization threshold established by the LEA.	Most schools use capital expense thresholds of \$5,000 or \$10,000.
6500	Equipment Replacement	This is replacement costs of equipment listed above.	
7110-7143	Tuition to Other Schools	Any tuition of student fees school will pay to other LEAs, including county or district schools	Some charter schools use county or district programs on a fee for service basis. County programs to handle expelled students, for example, or AP science classes where it is more cost effective to use district programs rather than developing in house programs.
7221-7223SE	Transfers of Apportionments to Other LEAs (except SPED)		Schools may have an MOU agreement with a district or county re. other services covered for the school based on ADA.
7221	Transfers of Apportionment to LEAs (Special education Encroachment)	Special Education encroachment costs to district or county providing services	Schools should check with their local district to determine SPED encroachment percentages. These vary considerably from district to district. 3%-6% is average, although the range is considerable. District business offices will know this information.
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		
7350	District Oversight (1% - 3%)	Oversight fee to chartering entity <i>for oversight services provided</i> . Districts can only charge for actual costs incurred up to the 1% or 3% limit.	1% fee if school is providing its own facilities and no more than 3% if the school is receiving essentially rent free facilities. Most districts do not break down the actual costs of oversight, so we recommend using these figures in the budget. The percentage is taken from the total of the revenue limit funds and the categorical block grant (NOT your total revenues).
7438	Debt Interest	Interest on loans	



ASSUMPTION WORKSHEET

School Name: **CCCTEC**

Enrollment

YEAR ONE

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	-	95%	0.00	-	-	-
Grades 4-6	-	95%	0.00	-	-	-
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	250	95%	237.50	95	152	162
TOTAL	250	95%	237.50	95	152	162

Students Per Teacher

20.83 9 - 12

YEAR TWO

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	-	95%	0.00	-	-	-
Grades 4-6	-	95%	0.00	-	-	-
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	375	95%	356.25	143	163	163
TOTAL	375	95%	356.25	143	163	163

Students Per Teacher

23.44 9 - 12

YEAR THREE

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	-	95%	0.00	-	-	-
Grades 4-6	-	95%	0.00	-	-	-
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	500	95%	475.00	190	325	325
TOTAL	500	95%	475.00	190	325	325

Students Per Teacher

23.81 9 - 12

YEAR FOUR

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	-	95%	0.00	-	-	-
Grades 4-6	-	95%	0.00	-	-	-
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	625	95%	593.75	238	406	406
TOTAL	625	95%	593.75	238	406	406

Students Per Teacher

23.15 9 - 12

YEAR FIVE

	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	-	95%	0.00	-	-	-
Grades 4-6	-	95%	0.00	-	-	-
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	625	95%	593.75	238	406	406
TOTAL	625	95%	593.75	238	406	406

Students Per Teacher

23.15	9 - 12
-------	--------

Salaries

Year 1 Includes 1 FTE Counselor Year 3 includes 1 additional FTE Counselor

COLA	1.0%
-------------	-------------

Certificated Staff Salaries

1000	Teachers			Aides			Administrators			Total Certificated
	# Teachers	Avg. Salary	Teacher Total	# Aides	Avg. Salary	Aides Total	# Admin	Avg. Salary	Admin Total	
Year One	12.0	\$ 41,250	\$ 495,000	1.0	\$ 25,000	\$ 25,000	1.0	\$ 105,000	\$ 105,000	\$ 625,000
Year Two	16.0	\$ 42,609	\$ 681,750	1.0	\$ 25,250	\$ 25,250	1.0	\$ 106,050	\$ 106,050	\$ 813,050
Year Three	21.0	\$ 48,090	\$ 1,009,899	3.0	\$ 25,503	\$ 76,508	1.0	\$ 107,111	\$ 107,111	\$ 1,193,517
Year Four	27.0	\$ 49,798	\$ 1,344,543	4.0	\$ 25,758	\$ 103,030	2.0	\$ 108,182	\$ 216,363	\$ 1,663,936
Year Five	27.0	\$ 50,296	\$ 1,357,988	4.0	\$ 26,015	\$ 104,060	2.0	\$ 109,263	\$ 218,527	\$ 1,680,575

Class Size Reduction Funding

	# of Teachers K-3	# of Half-Day Kindergarten Students
Year One	-	-
Year Two	-	-
Year Three	-	-
Year Four	-	-
Year Five	-	-

Classified Staff Salaries

2000	Aides (Classified)			Support		
	# Aides	Avg. Salary	Aides Total	# Support	Avg. Salary	Support Total
Year One	1.0	\$ 20,000	\$ 20,000	1.0	\$ 20,000	\$ 20,000
Year Two	1.0	\$ 20,200	\$ 20,200	1.0	\$ 20,000	\$ 20,000
Year Three	3.0	\$ 20,402	\$ 61,206	2.0	\$ 20,200	\$ 40,400
Year Four	3.0	\$ 20,606	\$ 61,818	3.0	\$ 20,402	\$ 61,206
Year Five	3.0	\$ 20,812	\$ 62,436	3.0	\$ 20,606	\$ 61,818

2000	Administrators			Clerical/Office			Other (e.g. IT)			Total Classified
	# Admin	Avg. Salary	Admin Total	# Office	Avg. Salary	Office Total	# Other	Avg. Salary	Other Total	
Year One	1.0	\$ 95,000	\$ 95,000	1.0	\$ 40,000	\$ 40,000	1.0	\$ 25,000	\$ 25,000	\$ 200,000
Year Two	1.0	\$ 95,950	\$ 95,950	2.0	\$ 40,400	\$ 80,800	1.0	\$ 25,000	\$ 25,000	\$ 241,950
Year Three	1.0	\$ 96,910	\$ 96,910	3.0	\$ 40,804	\$ 122,412	1.0	\$ 25,250	\$ 25,250	\$ 346,178
Year Four	1.0	\$ 97,879	\$ 97,879	3.0	\$ 41,212	\$ 123,636	1.0	\$ 25,503	\$ 25,503	\$ 370,041
Year Five	1.0	\$ 98,857	\$ 98,857	3.0	\$ 41,624	\$ 124,872	1.0	\$ 25,758	\$ 25,758	\$ 373,742

Benefits

Staff Benefits and Health Plan

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 97,490	\$ 6,000	18	\$ 108,000	\$ 205,490
Year Two	\$ 123,748	\$ 6,000	23	\$ 138,000	\$ 261,748
Year Three	\$ 180,139	\$ 8,400	30	\$ 252,000	\$ 432,139
Year Four	\$ 232,147	\$ 7,318	44	\$ 322,000	\$ 554,147
Year Five	\$ 234,469	\$ 7,318	44	\$ 322,000	\$ 556,469

Books & Supplies (\$ Per Student)

4000	Textbooks	Other Books	Supplies	Equipment
Year One	\$ 175.00	\$ 50.00	\$ 150.00	\$ 50.00
Year Two	\$ 175.00	\$ 50.00	\$ 150.00	\$ 50.00
Year Three	\$ 175.00	\$ 50.00	\$ 150.00	\$ 50.00
Year Four	\$ 175.00	\$ 50.00	\$ 150.00	\$ 50.00
Year Five	\$ 175.00	\$ 50.00	\$ 150.00	\$ 50.00

General Purpose Entitlement Block Grant

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact your charter authorizer to find out what percentage of the general purpose entitlement they fund. **If unknown, put 100% in the state portion below.**

8000	% from Source
State Portion	100%
Local District	0%
TOTAL	100%

This value is Unknown

Start-Up Budget

School Name: CCCTEC
Operating Year: Start-up Year (i.e. Prior to School Opening)
Time Period: 2009-2010

	Enter Data in Yellow Boxes
	Automatically Generated
	Please Leave White Boxes Empty

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	0	
Projected Enrollment 4-6	0	
Projected Enrollment 7-8	0	
Projected Enrollment 9-12	250	
Total Projected Enrollment	250	
Certificated Salaries:		
Certificated Teachers FTE	\$ -	
Certificated Instructional Aides		
Certificated Administrations and Management	\$ 65,000	
Total Certificated Staffing Startup	\$ 65,000	
Classified Salaries		
Director		2-6 months Admin Salary
Admin Support	\$ 5,000	2-6 months Admin support
Sub-total	\$ 5,000	
Benefits		
STRS/PERS/OASDI/Medicare (16.5% salaries)	\$ 11,550	
Health and Welfare Benefits	\$ -	
Unemployment Insurance	\$ 700	1% of total salaries
Workers' Compensation Insurance	\$ 4,200	6% of total salaries
Retiree Benefits	\$ -	
Other Employee Benefits	\$ -	
Sub-total	\$ 16,450	
Facilities		
Lease Deposit, prepaid rent & rent	\$ 5,000	Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement	\$ 1,000	Contingent on lease, may be incorporated into lease.
Interior Decorating	\$ 1,000	Contingent on lease, may be incorporated into lease.
Network Wiring	\$ 500	Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server	\$ 500	Contingent on lease, may be incorporated into lease.
Sub-total	\$ 8,000	
Initial Staff Development		
Staff Orientation	\$ 5,000	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ 2,000	
Sub-total	\$ 7,000	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables	\$ 33,000.00	Contingent on grades, classrooms & enrollment: 1desk/student @ \$135; 1 table/4 students @\$100
Students Chairs	\$ 6,000.00	2 chairs per student @ \$20 - \$50 each
Staff Workstations, Desks & Chairs	\$ 5,000.00	Two chair(s)/one desk per staff or teacher @ \$300-500
Book shelves	\$ 2,000.00	One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets	\$ 3,000.00	One per certificated teacher & one per classified staff @ \$300-500
Fire Proof Storage Student Records & MIS Backup	\$ 3,000.00	One @\$500-\$1000
Bulletin Boards, Dry Erase Boards	\$ 1,500.00	One - Two per certificated teacher \$150
Storage Cabinets	\$ 1,000.00	As needed
Sub-total	\$ 54,500	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ 50,000	\$200-300 per student
Teacher/Students Computer(s)	\$ 10,000	One per every 10-20 students, One per certificated teacher @\$1500-2000
Classroom Printer(s)	\$ 3,000	One per every 5-7 Computers @ \$500-1000
Classroom Software License(s)	\$ 10,000	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Classroom Fax Machine(s)	\$ 12	One fax machine for instructional communications @ \$100 - \$500
Television(s)	\$ 3,000	One for every 5 certificated teachers @ \$350-\$500
VCR(s)/DVD(s)	\$ 1,000	One for every 5 certificated teachers @ \$150-\$200
Overhead Projector(s)	\$ 2,000	One for every 5 certificated teachers @ \$250-\$400
Video Display Projection System(s)	\$ 8,000	One for every 5 certificated teachers @ \$1000-\$1500

	Projection Screen(s)	\$ 1,000	One for each classroom @ \$150
	Public Address System	\$ 1,000	One for the school @ \$750-1500
	Sub-total	\$ 89,012	
Office Equipment & Supplies			
	First Aid Kit(s)	\$ 300	One - Two per school @ \$300
	Copier Lease or Purchase?	\$ 3,000	Assumption - Lease
	Initial Office Supplies & Equipment	\$ 1,000	
	Fire Extinguishers	\$ 500	As required by occupancy - assume one per classroom @ \$50
	Cleaning Equipment/Supplies	\$ 500	
	Telephone System	\$ 500	One for the school @ \$500-1500
	Admin Computer(s)	\$ 3,000	One per admin staff @ \$1500
	Admin Printer(s)	\$ 1,000	One public & one secure printer @ \$500-1000
	Admin Software License(s)	\$ 1,000	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
	Admin Fax Machine(s)	\$ 500	One for admin communications @ \$350-\$750
	Tool Kit	\$ 200	One for the school @ \$150-\$350
	Misc	\$ 1,000	
	Sub-total	\$ 12,500	
Professional Services & Consultants			
	Legal	\$ 7,500	Assumes contracts @ \$2500-\$7500
	Testing, Accountability & Assessment	\$ 1,000	Assumes contracts @ \$2500-\$7500
	Finance & Operations	\$ 1,000	Assumes contracts @ \$2500-\$7500
	Special Education	\$ 2,000	Assumes contracts @ \$2500-\$7500
	Technology	\$ 3,000	Assumes contracts @ \$2500-\$7500
	Sub-total	\$ 14,500	
	TOTAL	\$ 271,962	

CASH FLOW PROJECTION

School Name: CCCTEC
Operating Years: Year 1 - Year 3
Time Period 2010-2012

We have delayed State Aid funding by one month in this spreadsheet to reflect better when schools actually receive funds

Year 1 of Operations

CCCTEC

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 1	Total
BEGINNING CASH	\$ 28,038	\$ 126,007	\$ 42,873	\$ 497,935	\$ 242,537	\$ 80,553	\$ 375,657	\$ 236,849	\$ 93,042	\$ 150,992	\$ 240,293	\$ 249,476	\$ 224,239	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion			\$ 406,847			\$ 392,317			\$ 108,977	\$ 108,977	\$ 108,977	\$ 108,977	\$ 217,954	\$ 1,453,025
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition				\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 40,000
CDE PCS Grant	\$ -	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000
Other Federal Revenue									\$ 31,882		\$ 31,882		\$ 15,941	\$ 79,704
Other State Revenue														
Categorical Block Grant			\$ 32,219			\$ 22,743			\$ 13,267	\$ 6,633	\$ 6,633	\$ 6,633	\$ 6,633	\$ 94,763
Special Education Local Plan Area (SELPA)			\$ 48,687.50						\$ 48,687.50					\$ 97,375
California Lottery (quarterly)														
Class Size Reduction					\$ -				\$ -				\$ -	\$ -
Economic Impact Aid			\$ 26,706			\$ 18,851			\$ 10,996	\$ 5,498	\$ 5,498	\$ 5,498	\$ 5,498	\$ 78,546
All Other State Revenues				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$35,000.00 in budget)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,000
Grants (\$10,000.00 in budget)	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
All Other Local Revenue (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing (e.g. Charter School Revolving Loan) (\$	\$ 113,000			\$ -	\$ -		\$ -	\$ -	\$ -	\$ 112,000		\$ -		\$ 225,000
TOTAL REVENUE	\$ 118,000	\$ 15,000	\$ 719,459	\$ 9,000	\$ 9,000	\$ 442,911	\$ 9,000	\$ 4,000	\$ 217,809	\$ 237,108	\$ 156,990	\$ 125,108	\$ 250,026	\$ 2,313,413
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 29,016	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 55,980	\$ 644,800
2000 Classified Salaries	\$ -	\$ 7,650	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 14,759	\$ 170,000
3000 Employee Benefits	\$ -	\$ 11,080	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 21,377	\$ 246,230
4000 Books and Supplies	\$ -	\$ 5,563	\$ 16,688	\$ 16,688	\$ 16,688	\$ 27,813	\$ 4,635	\$ 4,635	\$ 4,635	\$ 4,635	\$ 4,635	\$ 4,635	\$ 4,635	\$ 111,250
5000 Services and Other Operating Expenditures	\$ 16,817	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 35,162	\$ 403,604
6000 Capital Outlay	\$ -	\$ -	\$ 107,077	\$ 107,077	\$ 2,539	\$ 2,539	\$ 2,539	\$ 2,539	\$ 2,539	\$ 2,539	\$ 2,539	\$ 2,539	\$ 2,539	\$ 237,000
7000 Other Outgo	\$ 3,214	\$ 3,214	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 6,905	\$ 75,478
TOTAL EXPENDITURES	\$ 20,031	\$ 91,685	\$ 257,948	\$ 257,948	\$ 164,535	\$ 141,358	\$ 141,358	\$ 141,358	\$ 153,410	\$ 141,358	\$ 141,358	\$ 143,897	\$ 92,117	\$ 1,888,362
REVENUE LESS EXPENDITURES	\$ 97,969	\$ (76,685)	\$ 461,511	\$ (248,948)	\$ (155,535)	\$ 301,553	\$ (132,358)	\$ (137,358)	\$ 64,399	\$ 95,750	\$ 15,632	\$ (18,788)	\$ 157,909	\$ 425,051
Reserve Requirement	\$ -	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 6,449	\$ 77,389
NET INCREASE (DECREASE)	\$ 97,969	\$ (83,134)	\$ 455,062	\$ (255,398)	\$ (161,984)	\$ 295,104	\$ (138,807)	\$ (143,807)	\$ 57,950	\$ 89,301	\$ 9,183	\$ (25,237)	\$ 151,460	\$ 347,661
CASH BALANCE	\$ 126,007	\$ 42,873	\$ 497,935	\$ 242,537	\$ 80,553	\$ 375,657	\$ 236,849	\$ 93,042	\$ 150,992	\$ 240,293	\$ 249,476	\$ 224,239	\$ 375,699	\$ 375,699
CASH BALANCE WITH RESERVES	\$ 126,007	\$ 49,322	\$ 510,833	\$ 261,885	\$ 106,350	\$ 407,902	\$ 275,544	\$ 138,186	\$ 202,585	\$ 298,335	\$ 313,967	\$ 295,179	\$ 453,089	\$ 453,089

Year 2 of Operations (based on 2010-11) **CCCTEC**

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 2	Total
BEGINNING CASH	\$ 375,699	\$ 350,698	\$ 213,599	\$ 200,942	\$ 85,732	\$ 96,508	\$ 16,315	\$ 51,685	\$ 94,902	\$ 94,837	\$ 105,919	\$ 111,354	\$ 52,095	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 13,658	\$ -	\$ 130,772	\$ 204,005	\$ 65,386	\$ 188,312	\$ 196,158	\$ 8,446	\$ 152,024	\$ 101,856	\$ 76,012	\$ 1,154,657	\$ 2,291,286
General Purpose Entitlement - Local Revenue (In Lieu)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition				\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 40,000
CDE PCS Grant	\$ -	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,000
Other Federal Revenue								\$ 44,520		\$ 44,520			\$ 22,260	\$ 111,300
Other State Revenue														
Categorical Block Grant		\$ 5,686	\$ 11,372	\$ 7,581	\$ 7,581	\$ 7,581	\$ 7,581	\$ 7,581	\$ 32,061	\$ 16,031	\$ 16,031	\$ 16,031	\$ 8,450	\$ 143,565
Special Education Local Plan Area (SELPA)			\$ 73,031.50						\$ 73,031.50					\$ 146,063
California Lottery (quarterly)			\$ 7,363		\$ 7,363				\$ 7,363			\$ 7,363		\$ 29,450
Class Size Reduction					\$ -					\$ -		\$ -	\$ -	\$ -
Economic Impact Aid		\$ 4,713	\$ 9,426	\$ 6,284	\$ 6,284	\$ 6,284	\$ 6,284	\$ 6,284	\$ 19,669	\$ 9,835	\$ 9,835	\$ 9,835	\$ 3,551	\$ 98,281
All Other State Revenues				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$35,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 35,000
Grants (\$10,000.00 in budget)	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
All Other Local Revenue (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing (e.g. Charter School Revolving Loan) (\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 34,057	\$ 251,191	\$ 148,637	\$ 221,869	\$ 95,613	\$ 211,177	\$ 219,023	\$ 194,090	\$ 186,889	\$ 181,241	\$ 118,240	\$ 1,192,917	\$ 3,054,945
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 64,819	\$ 777,826
2000 Classified Salaries	\$ -	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 14,288	\$ 171,450
3000 Employee Benefits	\$ -	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 25,768	\$ 309,212
4000 Books and Supplies	\$ -	\$ 8,469	\$ 25,406	\$ 25,406	\$ 42,344	\$ 7,057	\$ 7,057	\$ 7,057	\$ 25,406	\$ 7,057	\$ 7,057	\$ 7,057	\$ 7,057	\$ 169,375
5000 Services and Other Operating Expenditures	\$ 21,197	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 44,321	\$ 508,727
6000 Capital Outlay	\$ -	\$ -	\$ 71,384	\$ 71,384	\$ 1,692	\$ 1,692	\$ 1,692	\$ 1,692	\$ 1,692	\$ 1,692	\$ 1,692	\$ 3,385	\$ 3,385	\$ 158,000
7000 Other Outgo	\$ 3,804	\$ 3,804	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 8,174	\$ 89,349
TOTAL EXPENDITURES	\$ 25,001	\$ 161,468	\$ 254,160	\$ 254,160	\$ 201,405	\$ 166,119	\$ 166,119	\$ 166,119	\$ 184,467	\$ 166,119	\$ 166,119	\$ 167,811	\$ 104,874	\$ 2,183,939
REVENUE LESS EXPENDITURES	\$ (25,001)	\$ (127,411)	\$ (2,969)	\$ (105,523)	\$ 20,464	\$ (70,505)	\$ 45,058	\$ 52,905	\$ 9,623	\$ 20,771	\$ 15,123	\$ (49,571)	\$ 1,088,043	\$ 871,006
Reserve Requirement	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 9,688	\$ 116,255
NET INCREASE (DECREASE)	\$ (25,001)	\$ (137,099)	\$ (12,657)	\$ (115,211)	\$ 10,776	\$ (80,193)	\$ 35,370	\$ 43,217	\$ (65)	\$ 11,083	\$ 5,435	\$ (59,259)	\$ 1,078,356	\$ 754,751
CASH BALANCE	\$ 350,698	\$ 213,599	\$ 200,942	\$ 85,732	\$ 96,508	\$ 16,315	\$ 51,685	\$ 94,902	\$ 94,837	\$ 105,919	\$ 111,354	\$ 52,095	\$ 1,130,451	\$ 1,130,451
CASH BALANCE WITH RESERVES	\$ 428,087	\$ 300,676	\$ 297,707	\$ 192,185	\$ 212,649	\$ 142,144	\$ 187,202	\$ 240,107	\$ 249,730	\$ 270,500	\$ 285,623	\$ 236,052	\$ 1,324,095	\$ 1,324,095

Year 3 of Operations CCCTEC

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 3	Total
BEGINNING CASH	\$ 1,130,451	\$ 1,094,837	\$ 871,812	\$ 633,579	\$ 482,859	\$ 516,468	\$ 390,038	\$ 446,297	\$ 514,929	\$ 503,238	\$ 470,359	\$ 447,998	\$ 327,804	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 21,538	\$ -	\$ 206,216	\$ 321,697	\$ 103,108	\$ 296,951	\$ 309,324	\$ 10,680	\$ 192,248	\$ 128,806	\$ 96,124	\$ 1,398,907	\$ 3,085,598
General Purpose Entitlement - Local Revenue (In Lieu of)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition				\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 45,000
CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue									\$ 73,960		\$ 73,960		\$ 36,980	\$ 184,900
Other State Revenue														
Categorical Block Grant		\$ 8,614	\$ 17,228	\$ 11,485	\$ 11,485	\$ 11,485	\$ 11,485	\$ 11,485	\$ 40,517	\$ 20,259	\$ 20,259	\$ 20,259	\$ 8,773	\$ 193,334
Special Education Local Plan Area (SELPA)			\$ 97,375.00						\$ 97,375.00					\$ 194,750
California Lottery (quarterly)			\$ 11,154			\$ 11,154			\$ 11,154			\$ 11,154		\$ 44,617
Class Size Reduction					\$ -				\$ -			\$ -		\$ -
Economic Impact Aid		\$ 5,897	\$ 11,794	\$ 7,862	\$ 7,862	\$ 7,862	\$ 7,862	\$ 7,862	\$ 39,307	\$ 19,654	\$ 19,654	\$ 19,654	\$ 11,791	\$ 167,062
All Other State Revenues				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$35,000.00 in budget)	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 35,000
Grants (\$15,000.00 in budget)	\$ -	\$ -	\$ 10,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000
All Other Local Revenue (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing (e.g. Charter School Revolving Loan) (\$)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 36,049	\$ 152,551	\$ 240,063	\$ 350,544	\$ 143,110	\$ 325,798	\$ 338,171	\$ 282,494	\$ 236,660	\$ 247,178	\$ 151,690	\$ 1,460,952	\$ 3,965,261
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 102,826	\$ 1,233,913
2000 Classified Salaries	\$ -	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 24,497	\$ 293,969
3000 Employee Benefits	\$ -	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 42,378	\$ 508,533
4000 Books and Supplies	\$ -	\$ 11,375	\$ 34,125	\$ 34,125	\$ 56,875	\$ 9,479	\$ 9,479	\$ 9,479	\$ 34,125	\$ 9,479	\$ 9,479	\$ 9,479	\$ 9,479	\$ 227,500
5000 Services and Other Operating Expenditures	\$ 26,893	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 56,232	\$ 645,443
6000 Capital Outlay	\$ -	\$ -	\$ 98,944	\$ 98,944	\$ 2,346	\$ 2,346	\$ 2,346	\$ 2,346	\$ 2,346	\$ 2,346	\$ 2,346	\$ 2,346	\$ 4,691	\$ 219,000
7000 Other Outgo	\$ 8,720	\$ 8,720	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 18,735	\$ 204,789
TOTAL EXPENDITURES	\$ 35,613	\$ 246,028	\$ 377,737	\$ 377,737	\$ 303,889	\$ 256,493	\$ 256,493	\$ 256,493	\$ 281,139	\$ 256,493	\$ 256,493	\$ 258,839	\$ 169,701	\$ 3,333,148
REVENUE LESS EXPENDITURES	\$ (35,613)	\$ (209,979)	\$ (225,187)	\$ (137,674)	\$ 46,656	\$ (113,383)	\$ 69,305	\$ 81,678	\$ 1,355	\$ (19,833)	\$ (9,315)	\$ (107,148)	\$ 1,291,250	\$ 632,114
Reserve Requirement	\$ -	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 13,046	\$ 156,557
NET INCREASE (DECREASE)	\$ (35,613)	\$ (223,025)	\$ (238,233)	\$ (150,720)	\$ 33,609	\$ (126,430)	\$ 56,259	\$ 68,632	\$ (11,691)	\$ (32,879)	\$ (22,361)	\$ (120,195)	\$ 1,278,204	\$ 475,557
CASH BALANCE	\$ 1,094,837	\$ 871,812	\$ 633,579	\$ 482,859	\$ 516,468	\$ 390,038	\$ 446,297	\$ 514,929	\$ 503,238	\$ 470,359	\$ 447,998	\$ 327,804	\$ 1,606,008	\$ 1,606,008
CASH BALANCE WITH RESERVES	\$ 1,288,482	\$ 1,078,503	\$ 853,316	\$ 715,642	\$ 762,298	\$ 648,915	\$ 718,220	\$ 799,899	\$ 801,254	\$ 781,421	\$ 772,107	\$ 664,959	\$ 1,956,209	\$ 1,956,209

TOTAL EXPENDITURES	\$ 40,888	\$ 313,856	\$ 486,380	\$ 486,380	\$ 384,821	\$ 325,316	\$ 325,316	\$ 325,316	\$ 356,258	\$ 325,316	\$ 325,316	\$ 328,476	\$ 224,226	\$ 4,247,864
REVENUE LESS EXPENDITURES	\$ (35,888)	\$ (258,227)	\$ (301,546)	\$ (168,844)	\$ 88,229	\$ (131,611)	\$ 114,409	\$ 126,072	\$ (9,059)	\$ (32,981)	\$ (25,802)	\$ (143,880)	\$ 1,519,882	\$ 740,752
Reserve Requirement	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 16,471	\$ 197,654
NET INCREASE (DECREASE)	\$ (35,888)	\$ (274,698)	\$ (318,018)	\$ (185,315)	\$ 71,758	\$ (148,082)	\$ 97,938	\$ 109,601	\$ (25,530)	\$ (49,452)	\$ (42,273)	\$ (160,351)	\$ 1,503,411	\$ 543,098
CASH BALANCE	\$ 1,570,120	\$ 1,295,421	\$ 977,404	\$ 792,088	\$ 863,846	\$ 715,764	\$ 813,702	\$ 923,302	\$ 897,772	\$ 848,320	\$ 806,046	\$ 645,695	\$ 2,149,106	\$ 2,149,106
CASH BALANCE WITH RESERVES	\$ 1,920,321	\$ 1,662,094	\$ 1,360,548	\$ 1,191,703	\$ 1,279,932	\$ 1,148,321	\$ 1,262,730	\$ 1,388,802	\$ 1,379,743	\$ 1,346,762	\$ 1,320,959	\$ 1,177,079	\$ 2,696,961	\$ 2,696,961

Year 5 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 5	Total
BEGINNING CASH	\$ 2,149,106	\$ 2,109,190	\$ 1,840,314	\$ 1,524,629	\$ 1,406,812	\$ 1,101,205	\$ 995,716	\$ 1,200,827	\$ 1,426,975	\$ 1,381,186	\$ 1,336,827	\$ 1,298,840	\$ 1,143,554	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 36,618	\$ -	\$ 350,601	\$ 54,694	\$ 175,301	\$ 504,866	\$ 525,902	\$ 14,062	\$ 253,120	\$ 169,590	\$ 126,560	\$ 1,723,210	\$ 3,934,524
General Purpose Entitlement - Local Revenue (In Lieu)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition				\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 60,000
CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue								\$ 89,901		\$ 89,901			\$ 44,950	\$ 224,752
Other State Revenue														
Categorical Block Grant		\$ 14,645	\$ 29,290	\$ 19,527	\$ 19,527	\$ 19,527	\$ 19,527	\$ 19,527	\$ 41,494	\$ 20,747	\$ 20,747	\$ 20,747	\$ 1,220	\$ 246,526
Special Education Local Plan Area (SELPA)			\$ 121,565.00						\$ 121,565.00					\$ 243,130
California Lottery (quarterly)			\$ 18,964			\$ 18,964			\$ 18,964			\$ 18,964		\$ 75,856
Class Size Reduction					\$ -					\$ -			\$ -	\$ -
Economic Impact Aid		\$ 12,660	\$ 25,320	\$ 16,880	\$ 16,880	\$ 16,880	\$ 16,880	\$ 16,880	\$ 35,870	\$ 17,935	\$ 17,935	\$ 17,935	\$ 1,055	\$ 213,107
All Other State Revenues				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$35,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grants (\$20,000.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenue (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 63,923	\$ 195,139	\$ 393,008	\$ 97,100	\$ 236,671	\$ 547,272	\$ 568,308	\$ 327,856	\$ 297,802	\$ 304,173	\$ 190,206	\$ 1,776,436	\$ 4,997,895
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 144,575	\$ 1,734,895
2000 Classified Salaries	\$ -	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 26,690	\$ 320,281
3000 Employee Benefits	\$ -	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 54,936	\$ 659,228
4000 Books and Supplies	\$ -	\$ 14,531	\$ 43,594	\$ 43,594	\$ 72,656	\$ 12,109	\$ 12,109	\$ 12,109	\$ 43,594	\$ 12,109	\$ 12,109	\$ 12,109	\$ 12,109	\$ 290,625
5000 Services and Other Operating Expenditures	\$ 32,557	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 68,075	\$ 781,378
6000 Capital Outlay	\$ -	\$ -	\$ 140,510	\$ 140,510	\$ 3,331	\$ 3,331	\$ 3,331	\$ 3,331	\$ 3,331	\$ 3,331	\$ 3,331	\$ 3,331	\$ 6,662	\$ 311,000
7000 Other Outgo	\$ 7,358	\$ 7,358	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 15,809	\$ 172,810
TOTAL EXPENDITURES	\$ 39,916	\$ 316,164	\$ 494,188	\$ 494,188	\$ 386,072	\$ 325,525	\$ 325,525	\$ 325,525	\$ 357,009	\$ 325,525	\$ 325,525	\$ 328,856	\$ 226,200	\$ 4,270,217
REVENUE LESS EXPENDITURES	\$ (39,916)	\$ (252,241)	\$ (299,049)	\$ (101,180)	\$ (288,971)	\$ (88,854)	\$ 221,747	\$ 242,783	\$ (29,153)	\$ (27,723)	\$ (21,352)	\$ (138,650)	\$ 1,550,236	\$ 727,678
Reserve Requirement	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 16,636	\$ 199,630
NET INCREASE (DECREASE)	\$ (39,916)	\$ (268,877)	\$ (315,685)	\$ (117,816)	\$ (305,607)	\$ (105,490)	\$ 205,112	\$ 226,148	\$ (45,789)	\$ (44,359)	\$ (37,987)	\$ (155,286)	\$ 1,533,600	\$ 528,048
CASH BALANCE	\$ 2,109,190	\$ 1,840,314	\$ 1,524,629	\$ 1,406,812	\$ 1,101,205	\$ 995,716	\$ 1,200,827	\$ 1,426,975	\$ 1,381,186	\$ 1,336,827	\$ 1,298,840	\$ 1,143,554	\$ 2,677,154	\$ 2,677,154
CASH BALANCE WITH RESERVES	\$ 2,657,046	\$ 2,404,805	\$ 2,105,756	\$ 2,004,575	\$ 1,715,604	\$ 1,626,750	\$ 1,848,498	\$ 2,091,281	\$ 2,062,128	\$ 2,034,405	\$ 2,013,054	\$ 1,874,404	\$ 3,424,639	\$ 3,424,639

The following three worksheets (5000 Breakdown, Salary Worksheet, Facilities Worksheet) are **optional**. If you have a desire to further flesh out any of these areas, these worksheets will assist you in doing so.

5000 Breakdown

Worksheet on the 5000 series expenses in SACS

Salary Worksheet

Detail salary expenses for specific employees

Facilities Worksheet

Provides ballpark figures on what you can afford to lease and what amount you may be able to borrow



5000 Series Breakdown Services and Other Operating Expense

This an **optional** worksheet created to assist you in thinking about some of the specific expenses in each sub-category of the 5000 series. Please feel free to not enter expenses in some line items and to add additional line items for expenses specific to your school.

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Travel and Conferences					
Teacher Conference Fees	\$ 1,000	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000
Teacher Travel	\$ 1,000	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000
Administration Conference Fees	\$ 1,000	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000
Adminstration Travel	\$ 1,000	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL 5200	\$ 4,000	\$ 4,000	\$ 8,000	\$ 8,000	\$ 8,000
Dues and Membership					
California Charter Schools Assoc Membership	\$ 1,250	\$ 1,875	\$ 2,500	\$ 3,125	\$ 3,125
Other Membership Dues	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL 5300	\$ 3,250	\$ 3,875	\$ 4,500	\$ 5,125	\$ 5,125
Insurance					
General Liability Insurance (Including D & O)	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Other Insurance	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
TOTAL 5400	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Utilites and Housekeeping					
Power/Electricity	\$ 20,000	\$ 20,000	\$ 30,000	\$ 35,000	\$ 35,000
Water	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Sewer Hookup	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Trash/Recyclinig	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Custodial Service	\$ 25,000	\$ 25,000	\$ 35,000	\$ 35,000	\$ 35,000
TOTAL 5500	\$ 50,000	\$ 50,000	\$ 70,000	\$ 70,000	\$ 70,000
Rentals, Leases, Repairs					
Facility Lease	\$ 186,354	\$ 295,852	\$ 401,943	\$ 508,000	\$ 515,253
Facility Repairs	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Copier Lease & Repair Contract	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 4,000
Phone System	\$ 1,000	\$ 1,000	\$ 1,000	\$ 2,000	\$ 2,000
Other Leases/Contracts	\$ 1,000	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000
TOTAL 5600	\$ 194,354	\$ 304,852	\$ 411,943	\$ 519,000	\$ 527,253
Professional/Consulting Services					
Third Party Certification (e.g. WASC)	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Advertising	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Legal Expenses	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Education Consulting Services	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Fundraising/Marketing Consulting Services	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Business Services	\$ 80,000	\$ 80,000	\$ 85,000	\$ 85,000	\$ 100,000
IT Services	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Website Development	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Workshops for Teacher Development	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Workshops for Students	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Student Field Trips	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Athletics Fees/Use Contracts	\$ -	\$ -	\$ -	\$ -	\$ -
Other Services	\$ 5,000	\$ 5,000	\$ 5,000	\$ 10,000	\$ 10,000
TOTAL 5800	\$ 113,000	\$ 107,000	\$ 112,000	\$ 117,000	\$ 132,000
Communications					
Postage & Postage Meter Rental	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Landline Phone Service and Long Distance	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Cell Phone Service	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Website Hosting	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Internet Service Provider	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
TOTAL 5900	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000

CHARTER SCHOOL SALARY WORKSHEET

School Name: CCCTEC
Operating Years: Startup - Year 5
Time Period:

This worksheet allows you to list your specific staff members, rather than just the general numbers on the Assumptions worksheet. **Please note that the salaries and benefits calculated on this page will not automatically populate your Planning Budget.** However, at the bottom of this worksheet is the summary information for you to cut and paste into your Planning Budget

Certificated Staff Salaries

COLA 1.0%

1100 Teachers

	Name (may wish to leave blank)	Subject	Grade	Salary (by year of School Operation)					
				Year 1	Year 2	Year 3	Year 4	Year 5	
1	Teacher A			\$ 40,000	\$ 43,923	\$ 47,528	\$ 48,003	\$ 48,483	
2	Teacher A			\$ 40,000	\$ 43,923	\$ 47,528	\$ 48,003	\$ 48,483	
3	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 51,899	\$ 52,418	
4	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 51,899	\$ 52,418	
5	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 44,806	\$ 45,254	
6	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 56,904	\$ 57,473	
7	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 56,904	\$ 57,473	
8	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 56,904	\$ 57,473	
9	Teacher A			\$ 40,000	\$ 43,923	\$ 44,362	\$ 56,904	\$ 57,473	
10	Teacher A			\$ 45,000	\$ 45,451	\$ 45,906	\$ 56,904	\$ 57,473	
11	Teacher A			\$ 45,000	\$ 45,451	\$ 45,906	\$ 56,904	\$ 57,473	
12	Counselor	Counselor		\$ 45,000	\$ 45,451	\$ 45,906	\$ 56,904	\$ 57,473	
13	Teacher A			\$ 45,000	\$ 45,000	\$ 45,450	\$ 46,702	\$ 47,169	
14	Teacher A			\$ -	\$ 45,000	\$ 45,450	\$ 49,802	\$ 50,300	
15	Teacher A			\$ -	\$ -	\$ 45,000	\$ 49,802	\$ 50,300	
16	Teacher A			\$ -	\$ -	\$ 45,000	\$ 49,802	\$ 50,300	
17	Teacher A			\$ -	\$ -	\$ 45,000	\$ 45,450	\$ 45,905	
18	Teacher A			\$ -	\$ -	\$ 45,000	\$ 45,450	\$ 45,905	
19	Teacher A			\$ -	\$ -	\$ 45,000	\$ 45,450	\$ 45,905	
20	Teacher A			\$ -	\$ -	\$ 45,000	\$ 45,450	\$ 45,905	
21	Counselor	Counselor		\$ -	\$ -	\$ 45,000	\$ 45,450	\$ 45,905	
22	Teacher A			\$ -	\$ -	\$ -	\$ 45,000	\$ 45,450	
23	Teacher A			\$ -	\$ -	\$ -	\$ 45,000	\$ 45,450	
24	Teacher A			\$ -	\$ -	\$ -	\$ 45,000	\$ 45,450	
25	Teacher A			\$ -	\$ -	\$ -	\$ 45,000	\$ 45,450	
26	Teacher A			\$ -	\$ -	\$ -	\$ 45,000	\$ 45,450	
27	Teacher A			\$ -	\$ -	\$ -	\$ 45,000	\$ 45,450	
28				\$ -	\$ -	\$ -	\$ -	\$ -	
29				\$ -	\$ -	\$ -	\$ -	\$ -	
				\$ 495,000	\$ 621,660	\$ 949,208	\$ 1,336,296	\$ 1,349,659	TOTAL

1200 Pupil Support/Teacher Aides

	Name	Subject	Grade	Year 1	Year 2	Year 3	Year 4	Year 5	
1	Aide A			\$ 25,000	\$ 25,250	\$ 25,503	\$ 25,758	\$ 26,015	
2				\$ -	\$ -	\$ 26,005	\$ 26,644	\$ 26,910	
3				\$ -	\$ -	\$ 25,000	\$ 25,629	\$ 25,885	
4				\$ -	\$ -	\$ -	\$ 25,000	\$ 25,250	
5				\$ -	\$ -	\$ -	\$ -	\$ -	
				\$ 25,000	\$ 25,250	\$ 76,508	\$ 103,030	\$ 104,060	TOTAL

1300 Supervisors and Administrators

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5	
1		Principal	\$ 105,000	\$ 106,050	\$ 107,111	\$ 108,182	\$ 109,263	
2		Assistant Principal	\$ -	\$ -	\$ -	\$ 108,182	\$ 109,264	
3			\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ 105,000	\$ 106,050	\$ 107,111	\$ 216,364	\$ 218,527	TOTAL

1900 Other Certificated

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5	
1			\$ -	\$ -	\$ -	\$ -	\$ -	
2			\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	TOTAL

Classified (Non-certificated) Staff Salaries

2100 Instructional Aides

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5	
1			\$ 20,000	\$ 20,200	\$ 20,402	\$ 20,606	\$ 20,812	
2			\$ -	\$ -	\$ 20,402	\$ 20,606	\$ 20,812	
3			\$ -	\$ -	\$ 20,402	\$ 20,606	\$ 20,812	
			\$ 20,000	\$ 20,200	\$ 61,206	\$ 61,818	\$ 62,436	TOTAL

2200 Non-certificated Support

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5	
1			\$ -	\$ -	\$ 20,000	\$ 20,200	\$ 20,402	
2			\$ -	\$ -	\$ 20,000	\$ 20,200	\$ 20,402	
3			\$ -	\$ -	\$ -	\$ 20,202	\$ 20,404	
			\$ -	\$ -	\$ 40,000	\$ 60,602	\$ 61,208	TOTAL

2300 Non-certificated Supervisor and Administrator

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5	
1			\$ 85,000	\$ 85,850	\$ 86,709	\$ 87,576	\$ 88,451	
2			\$ -	\$ -	\$ -	\$ -	\$ -	
3			\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ 85,000	\$ 85,850	\$ 86,709	\$ 87,576	\$ 88,451	TOTAL

2400 Clerical and Office

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5	
1			\$ 40,000	\$ 40,400	\$ 40,804	\$ 41,212	\$ 41,624	
2			\$ -	\$ -	\$ -	\$ -	\$ -	
3			\$ -	\$ -	\$ 40,000	\$ 40,400	\$ 40,804	
			\$ 40,000	\$ 40,400	\$ 80,804	\$ 81,612	\$ 82,428	TOTAL

2900 Other Non-certificated (IT support, etc.)

	Name	Position	Year 1	Year 2	Year 3	Year 4	Year 5
1			\$ 25,000	\$ 25,250	\$ 25,250	\$ 25,503	\$ 25,758
2			\$ -	\$ -	\$ -	\$ -	\$ -
3			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ 25,000	\$ 25,000	\$ 25,250	\$ 25,503	\$ 25,758

TOTAL

Summary Information for Planning Budget Worksheet

Certificated Salaries

	Year 1	Year 2	Year 3	Year 4	Year 5
1100 Teacher Salaries	\$ 495,000	\$ 621,660	\$ 949,208	\$ 1,336,296	\$ 1,349,659
1170 Substitute Teacher Salaries (4% of Teacher Salaries)	\$ 19,800	\$ 24,866	\$ 37,968	\$ 53,782	\$ 53,986
1200 Certificated Pupil Support/Teacher Aide Salaries	\$ 25,000	\$ 25,250	\$ 76,508	\$ 103,030	\$ 104,060
1300 Certificated Supervisor and Administrator Salaries	\$ 105,000	\$ 106,050	\$ 107,111	\$ 216,363	\$ 218,527
1900 Other Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
Total, Certificated Salaries	\$ 644,800	\$ 777,826	\$ 1,170,794	\$ 1,709,471	\$ 1,726,233

Classified (non-certificated) Salaries

2100 Instructional Aide Salaries	\$ 20,000	\$ 20,200	\$ 61,206	\$ 61,818	\$ 62,436
2200 Non-certificated Support Salaries	\$ -	\$ -	\$ 40,000	\$ 60,602	\$ 61,208
2300 Non-certificated Supervisor and Administrator Salaries	\$ 85,000	\$ 85,850	\$ 86,709	\$ 87,576	\$ 88,451
2400 Clerical and Office Salaries	\$ 40,000	\$ 40,400	\$ 80,804	\$ 81,612	\$ 82,428
2900 Other Non-certificated Salaries (IT support, etc.)	\$ 25,000	\$ 25,000	\$ 25,250	\$ 25,503	\$ 25,758
Total, Non-certificated Salaries	\$ 170,000	\$ 171,450	\$ 293,969	\$ 317,110	\$ 320,281

Employee Benefits

3101-3302 STRS/PERS/OASDI/Medicare (10.2%-Certificated;16.87%-Classified)	\$ 94,449	\$ 108,262	\$ 169,014	\$ 227,863	\$ 230,107
3401-3402 Health and Welfare Benefits	\$ -	\$ -	\$ -	\$ -	\$ -

Charter School Facilities Worksheet

The facilities needs of each charter school are unique and vary widely based on the mission of the school and the students that the school serves. However, many charter developers and operators have asked for some rules of thumb as they begin their search. This template will provide general guidelines on size of building and what you may be able to afford to pay in rent or in mortgage payments.

Before you begin the facilities search, the Association recommends you speak with experts in your area or the Association's Director of Facilities, Jo Ann Koplin (joannk@charterassociation.org). NCB Capital Impact has also created a helpful guide on charter school facilities entitled *The Answer Key*.
[Click here to download a copy of The Answer Key](#)

Lease Payments

Determine How Much Total Space You Can Afford for Lease Payments

Contact Local Brokers to Get an Estimate on Commercial Prices in Your Target Neighborhood

\$ 0.33 \$ Sq./Ft.

	Year 1	Year 2	Year 3	Year 4	Year 5
ADA	238	356	475	594	594
Ongoing Revenue	\$ 1,723,709	\$ 2,708,645	\$ 3,685,361	\$ 4,653,864	\$ 4,713,143
% Budget to Facilities	12%	12%	12%	12%	12%
Annual Lease Payment	\$ 206,845	\$ 325,037	\$ 442,243	\$ 558,464	\$ 565,577
Sq Feet Can Afford	52,234	82,080	111,678	141,026	142,823
Sq/Ft Per ADA	219.93	230.40	235.11	237.52	240.54

Increase Student Population by 25%

ADA	297	445	594	742	742
Ongoing Revenue	\$ 2,154,636	\$ 3,385,807	\$ 4,606,702	\$ 5,817,330	\$ 5,891,428
% Budget to Facilities	12%	12%	12%	12%	12%
Annual Lease Payment	\$ 258,556	\$ 406,297	\$ 552,804	\$ 698,080	\$ 706,971
Sq Feet Can Afford	65,292	102,600	139,597	176,283	178,528
Sq/Ft Per ADA	219.93	230.40	235.11	237.52	240.54

Increase Student Population by 50%

ADA	356	534	713	891	891
Ongoing Revenue	\$ 2,585,563	\$ 4,062,968	\$ 5,528,042	\$ 6,980,796	\$ 7,069,714
% Budget to Facilities	12%	12%	12%	12%	12%
Annual Lease Payment	\$ 310,268	\$ 487,556	\$ 663,365	\$ 837,696	\$ 848,366
Sq Feet Can Afford	78,350	123,120	167,516	211,539	214,234
Sq/Ft Per ADA	219.93	230.40	235.11	237.52	240.54

Increase Student Population by 100%

ADA	475	713	950	1,188	1,188
Ongoing Revenue	\$ 3,447,417	\$ 5,417,291	\$ 7,370,723	\$ 9,307,728	\$ 9,426,285
% Budget to Facilities	12%	12%	12%	12%	12%
Annual Lease Payment	\$ 413,690	\$ 650,075	\$ 884,487	\$ 1,116,927	\$ 1,131,154
Sq Feet Can Afford	104,467	164,160	223,355	282,052	285,645
Sq/Ft Per ADA	219.93	230.40	235.11	237.52	240.54

Mortgage Payments

After two years of operations, a charter school may be able to borrow funds to acquire or renovate a facility. Please fill out the model below based on your long term strategic plan. This will provide you with a ballpark figure on what you may be able to borrow and what the total project size you could afford.

School Information

Number of Students (ADA)	-	How many students will you have in your permanent facility?
Revenue Per ADA	\$ -	
Budget % to Pay for Facilities Loan Debt	0%	Association recommends between 12% and 15% for debt service
Cash Available for Down Payment	\$ -	

Loan Terms

Interest Rate (Annual)	0.00%	Call lenders for current figures
Amortization (Years)	-	20 - 25 years for acquisition loans; 10 - 20 years for tenant improvements
Loan to Value	0%	80 - 90% is common for charter schools

Loan Amount

Annual Affordable Loan Payments	\$ -
Loan Amount	\$ -
Cash Needed	#DIV/0!
TOTAL POSSIBLE PROJECT SIZE	#DIV/0!