

YOLO COUNTY BOARD OF EDUCATION

Charter School Petition For County Served Students

[Ed. Code §47605.5]

A Charter School Petition may be submitted directly to the Yolo County Board of Education ("Board") for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services pursuant to Education Code section 47605.5.

The following is a summary of that process.

- Petitioners submit a Petition and required documents to the YCOE for presentation to the Board.
- Upon receipt of the Petition, the YCOE Review Team analyzes the Petition and required documents.
- Within 60 calendar days of receipt of the Petition, the Board holds a public hearing to determine the level of support for the Petition by teachers, and parents/guardians where the Charter School proposes to operate.
- The YCOE Review Team provides a recommendation to the Board regarding its analysis of the Petition approximately three to five business days prior to the Board's final decision.
- Within 60 calendar days of receipt of the Petition, the Board renders a final decision to approve or deny the Petition at a public meeting, unless the parties mutually agree to extend the time for the Board's final decision.
- If the Board denies the Petition, the Petitioners may submit the Petition on appeal to the State Board of Education.

YOLO COUNTY BOARD OF EDUCATION

Countywide Charter School

[Ed. Code §47605.6]

A Charter School Petition may be submitted directly to the Yolo County Board of Education ("Board") for a charter school that operates at one or more sites within the geographic boundaries of Yolo County and that offers instructional services not generally provided by the Yolo County Office of Education ("YCOE") pursuant to Education Code section 47605.6. The Board may only approve a countywide charter school if it finds, in addition to other requirements, that the educational services to be provided by the Charter School will serve a pupil population that will benefit from those services and that cannot be served as well by a charter school operating in only one school district in Yolo county.

The following is a summary of that process.

- Petitioners submit a Petition and required documents to the YCOE for presentation to the Board.
- Upon receipt of the Petition, the YCOE Review Team analyzes the Petition and required documents.
- Within 60 calendar days of receipt of the Petition, the Board holds a public hearing to determine the level of support for the Petition by teachers, parents/guardians, and school districts where the Charter School proposes to operate.
- The YCOE Review Team provides a recommendation to the Board regarding its analysis of the Petition approximately three to five business days prior to the Board's final decision.
- Within 90 calendar days of receipt of the Petition, the Board renders a final decision to approve or deny the Petition at a public meeting, unless the parties mutually agree to extend the time for the Board's final decision.
- If the Board denies the Petition, the Board's decision is final and the Petitioners may not submit the Petition on appeal to the State Board of Education.

Yolo County Office of Education
Yolo County Career Academy Charter School Petition

[DATE]

NAME, President of the Board
ADDRESS

Dear President [NAME]

[Text of letter to the Board]

Yolo County Career Academy Charter School Development Team
Dr. Jesse Ortiz, Superintendent of Schools
Dr. Ronda DaRosa, Deputy Superintendent
Tami Ethier, Associate Superintendent Administrative Services
Garth Lewis, Assistant Superintendent Instructional Services & Equity
Lori Perez, Director College and Career Readiness
Mechele Coombs, Director Internal Business
Gayelynn Gearhart, Principal Alternative Education

[Closing]

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EXECUTIVE SUMMARY

Identified Need

The Yolo County Office of Education (YCOE) has identified a significant, vulnerable student population of youth who have not earned a high school diploma and who need to develop their skills to attain and succeed in family - sustaining employment. These potential students need a deliberate and systemic solution to provide them with the knowledge and tools necessary to earn a high school diploma and maximize post-secondary opportunities. The Yolo County Career Academy (YCCA) charter school design prepares students to be successful members of the 21st century workforce and benefits Yolo County and the Greater Sacramento Region.

Mission Statement

The Yolo County Career Academy's mission is to *"Provide a high-quality educational program that empowers students to earn a high school diploma with opportunities to acquire college and career readiness skills that lead to engaged citizens, highly skilled workers and leaders in our community."* As part of the Yolo County Office of Education, the Yolo County Career Academy (YCCA) charter school will partner with the Workforce Investment Board, school districts, business, industry and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who will be "Ready for College and a Career". The YCCA will serve students ages 16 through 24 years of age; who have not yet obtained a high school diploma through programs provided in multiple locations within Yolo County.

Outcomes

The Yolo County Career Academy will seek to support students in achieving the following outcomes:

- Completion of industry certifications
- Attainment of a high school diploma
- Successful transition to community college
- Successful transition to family – sustaining employment

Opening Dates and Locations

The YCCA intends to open in the fall of 2018 at the two Woodland locations and will expand over the following two years to include locked facilities within Yolo County. The two locations opening in fall 2018 will be at an existing school site that already has facilities for the academic and career technical education programs offered to YCOE Alternative Education students; and the second location will be the Yolo County Office of Education, suite 190, where we will maintain a centralized intake process as well as the YCOE Corazon Career Technical Education Center where instructional and work-based services will be delivered in partnership with Marquez Design, Generation 360, Health and Human Services, Workforce Investment Board, and Yolo County Probation.

Staffing

For Certificated Staff during the first year, YCCA will employ one full time academic instructor, one part-time academic instructor, two-three part-time CTE instructors. YCCA will employ a part time administrator and part time administrative secretary.

Certified Salaries	2018-19	2019-20	2020-21
Instructors (CTE and Core Academic)	2.5	3.0	4.0
Administrator and Lead Teacher	.2	.5	.75

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Classified Salaries	2018-19	2019-20	2020-21
Number of FTE – Instructional Aides’ Salaries (unknown)	1.0	1.0	1.0
Number of FTE – Clerical and Office Salaries	.2	.5	1.0

Student Enrollment

In year 1, we anticipate an enrollment of 42 students, with a conservative project of 66% attendance resulting in an Average Daily Attendance (ADA) of 28.

Enrollment Assumptions	2018-19		2019-20			2020-21		
	<i>Site 1</i>	<i>Site 2</i>	<i>Site 1</i>	<i>Site 2</i>	<i>Site 3</i>	<i>Site 1</i>	<i>Site 2</i>	<i>Site 3</i>
Enrollment	21	21	22	22	6	25	24	6
ADA %	66	66	66	66	66	66	66	66
Total ADA	18.85	18.85	19.74	19.74	5.38	22.44	21.54	5.38
<i>Site Key:</i>								

Funding

The California Education Code (47612.1) allows charter schools to receive funding for students who are over the age of 19 if instruction is developed in partnership with a federal workforce program such as the Workforce Development Board. The student enrollment projections will result in revenues of \$635,771 and expenditures of \$578,966. This will result in a budget surplus of \$56,805 in year 1. In the second year, YCOE anticipates \$772,872 in funding, \$712,708 in expenditures, leaving a surplus of \$60,164. In its third year, YCCA is projecting to receive \$870,517 in funding and expend \$803,999, leaving a surplus of \$66,518.

Fund Balance	2018-19	2019-20	2020-21
Net increase (decrease) in fund balance	\$56,805	\$60,164	\$66,518

These funding projections are based almost solely on funding from ADA (at a conservative calculation of 66% of enrollment). The charter will also pursue funding from other sources, such as the Adult Education Block Grant, Career Technical Education Incentive Grant, WIOA and general fund.

Academic Focus

The YCCA will offer students a blended instructional model with direct instruction in Core Academic Subjects and Career Technical Education (CTE) and online learning resources. Students will work on collaborative projects, learn from experts in local industry, travel to local businesses to experience first-hand what they will be learning in the classroom and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to plan lessons, create projects, organize activities with the business community, create assessments and develop work-based learning opportunities for their students. This contextualized-learning approach will enable students to learn by doing and will provide the opportunity to develop relationships with potential employers in the community. The program will utilize the same online and printed curriculum and resources that are used in the YCOE Alternative Education program.

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Career Technical Education Focus

A strong demand for workers continues in the Manufacturing and Product Design industry sector, whose demand increases as populations, businesses, and local economies expand. YCCA will offer the Manufacturing and Product Design Career Technical Education pathway for enrolled students.

The Hospitality, Tourism, and Recreation industry sector includes California’s fastest-growing industries: travel, recreation, and food and hospitality. YCCA will offer the Hospitality, Tourism, and Recreation industry (HSR) Career Technical Education pathway to enrolled students.

The Building and Construction Trades Industry Sector is also an emerging and growing industry throughout Yolo County and the capital region. YCCA will offer Building and Construction Trades career pathway courses to enrolled students.

Participating students will receive industry certifications/certificates in addition to high school credit. Additional CTE courses and pathways will be offered to students as the school expands.

Schedule

The school schedule will allow for a combination of hands-on learning in CTE coursework, direct instruction in academic coursework, work-based learning, and online learning for credit accrual. Each student will have a Personalized Learning Plan (PLP) that will chart their path to high school graduation, skill development, and other academic and personal goals. Students will attend classes 5 days per week. Students ages 16-18 will attend academic courses during the morning and CTE training in the afternoon. Adult 19 – 24 students will attend CTE training in the morning and core academic courses in the afternoon.

Monday		Tuesday		Wednesday		Thursday		Friday	
Math	50 min.	Math	50 min.	Math	50 min.	Math	50 min.	Math	50 min.
English	50 min.	English	50 min.	English	50 min.	English	50 min.	English	50 min.
Science	50 min.	Science	50 min.	Science	50 min.	Science	50 min.	Science	50 min.
H/SS	50 min.	H/SS	50 min.	H/SS	50 min.	H/SS	50 min.	H/SS	50 min.
Lunch	20 min.	Lunch	20 min.	Lunch	20 min.	Lunch	20 min.	Lunch	20 min.
Voc Ed	70 min.	Voc Ed	70 min.	Voc Ed	70 min.	Voc Ed	70 min.	Voc Ed	70 min.
(Skill Development)		(Skill Development)		(Skill Development)		(Skill Development)		(Skill Development)	

Partnerships

YCCA will work collaboratively with the Yolo County Health and Human Services Agency and Workforce Innovations Board to build partnerships that support YCCA students. YCCA will partner with local workforce and business partners to build industry relevant curriculum that lead to sustainable living wage employment. Yolo County Probation and Yolo County Monroe Detention Center are collaborative partners in the charter and will work with YCCA to provide supportive services to students. YCCA will collaborate with community agencies to provide supportive services for students and families.

Please see Appendix X for signatories for establishment of the petition and letters of support from key partners.

INTENT AND LEGAL REQUIREMENTS

In 1992, the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that: 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.

As used in Education Code section 47612, "attendance" means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school will be actually taught in their charter schools. "Regular average daily attendance" will be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. (5 C.C.R., §11960 (a).) As a general rule, students over the age of 22 may not generate attendance for apportionment purposes in a charter school. (5 C.C.R., Sec. 11960 (c)(1).) However, a student who is over the age of 22 may generate attendance in a charter school if enrolled in a charter school program compliant with Ed. Code section 47612.1 that provides instruction exclusively in partnership with any of the following:

- 1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
- 2) Federally affiliated Youth Build programs.
- 3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
- 4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps. (5 C.C.R., § 11960 (c)(2); Ed. Code, § 47612.1.) A charter school may either choose to partner with one of the above-listed programs as an entire school or (if also serving younger ages) it may opt to have a separate instructional program within the school that is specifically dedicated to students participating under the provisions of Ed. Code Section 47612.1. (5 C.C.R., § 11960 (c)(2)(B).)

YCCA will partner with the Workforce Innovation Board (authorized by the Workforce Innovation and Opportunity Act) for all programs offered to students.

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Affirmations and Assurances

As the authorized lead petitioner, I, Dr. Ronda DaRosa, Deputy Superintendent, hereby certify that the information submitted in this petition for a California public charter school to be named Yolo County Career Academy (YCCA) to be located at [locations] of Yolo County, and to be authorized by the Yolo County Board of Education is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, YCCA will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

- YCCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- YCCA shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- YCCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- YCCA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- YCCA shall admit all students who are eligible to attend, and who submit a timely application; unless YCCA 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 drawing process. Except as required by Education Code Section 47605(d)(2), admission to YCCA shall not be determined according to the place of residence of the student or his or her parents within the county. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of YCCA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- YCCA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- YCCA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- YCCA 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)]
- YCCA shall ensure that teachers in the Charter 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)]
- YCCA shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil who is of high school age is expelled or leaves YCCA without graduating or completing the school year for any reason, YCCA 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

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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)]

- YCCA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- YCCA shall, on a regular basis, consult with its parents and teachers regarding its education programs. [Ref. California Education Code Section 47605(c)]
- YCCA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- YCCA shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- YCCA shall comply with the Family Educational Rights and Privacy Act.
- YCCA shall comply with the Public Records Act.
- YCCA shall comply with the Ralph M. Brown Act.
- YCCA shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent that YCCA provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.

STATEMENT OF NEED

The YCCA hopes to provide access to quality educational pathways for students of Yolo County who are not currently enrolled in school and have not yet earned a diploma. The YCCA hopes to re-engage disconnected and economically disadvantaged students through an innovative curriculum that integrates career technology education, work based-learning, vocational skills, and provides them the opportunity to earn a high school diploma.

In the process of developing this charter petition, the petitioners met with community stakeholders including parents, students, Workforce Innovation Board staff, Law enforcement agencies, industry partners, and community non-profit agencies within Yolo County. As a countywide dependent charter, YCCA hope to offer services to a pupil population that will benefit from proven innovative strategies that provide students a renewed opportunity to earn a diploma, develop the skills to be successful in a career, and realize their full potential. This model is warranted as a county-wide petition because the needs of students who would attend YCCA cannot be served as well by a charter school that operates in only one school district in the county.

There are 1.8 million young adults (ages 16–21) who are neither enrolled in school nor have completed their high school education. One in five high school students does not graduate with his/her peers. Whichever statistic is used, the dropout crisis is gaining momentum as an area of focus for America's public school system. Federal-level initiatives are pushing states and counties to implement a myriad of strategies to prevent students from falling through the cracks and dropping out. Most of these strategies focus on keeping students in school and on track to boost graduation rates. In Yolo County, the California Department of Education (CDE) estimates that over 220 students drop out from high school every year.

However, dropout prevention strategies cannot reach a critical subset of students - those who have disconnected from education. Some students will invariably fall through the cracks, leaving states, counties and local communities, in need of options that work for struggling students who are looking for a way back into public education. YCCA schools will be designed as small, individualized, and relevant to today's workforce needs. The YCCA will use a competency-based approach. Students will be able to enroll in YCCA when they are ready, not just in August when traditional schools begin. The caring staff will create a Personalized Learning Plan (PLP), based on the student's needs, interests, and academic history that charts an accelerated path to graduation and beyond. No time will be wasted, and every student will be able to advance as rapidly as possible. Students will stay engaged using an individualized and online curriculum, with the support from staff. Students will not have to wait until June to graduate; they will be able to complete the program when they have met all the requirements for graduation.

The Best Economic Stimulus Package Is a High School Diploma.

With a high school diploma, former high school dropouts are able to dramatically improve their lives. According to the U.S. Department of Labor and Education, research indicates the following facts:

- The current unemployment rate for adults who lack a high school diploma is nearly twice as high as those who have a high school diploma.
- GED/HiSET recipients earn an average of 5 to 10 percent more than high school dropouts, but considerably less than those with a high school diploma.

- Roughly 139,400 students in California did not graduate from high school in 2011. The lost lifetime earnings for that class of dropouts alone total \$21 billion. If just half of California’s dropouts had graduated, they would likely have provided the following economic benefits to their state:
 - \$4.5 billion in increased home sales and \$131 million in increased annual auto sales
 - 8,700 new jobs and a \$1.9 billion increase in the gross state product
 - \$167 million in increased annual state tax revenue

According to the U.S. Census Bureau (2010), the average person without a high school diploma can expect to earn an annual income of \$20,241 – a full \$10,386.00 less than the typical high school graduate.

Community Impact

Targeted School Population

The number of “disconnected” young adults (18-24 year olds who are not in school, lacking a postsecondary degree, and not employed full-time) has grown to 5 million, up from 4.3 million nationwide (according to the 2014 Annie E. Casey Kids Count report). We anticipate the charter’s target population to be students who are from low-income families, ethnically diverse, and first in their family to graduate.

According to the California Department of Education, over X students in Yolo County have dropped out of school for each of the last five years. Table 1 shows overall outcome data for the Yolo County Class of 2014-15, the latest year for which data is available. There were X dropouts for the school year, resulting in a cohort dropout rate of X. The cohort dropout rate is defined as the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of their 4th year.

Table 1: Yolo County Dropout rates by subgroup 2014-15
[Insert table]

The economic strength and sustainability of Yolo County depends on the competence of its workforce, which is highly dependent on the education of the adult population. The U.S. Census Bureau estimated that X% of Yolo County residents age 25 and older have not obtained a high school diploma (or equivalent) in the years 2011 through 2015 - compared to 19% statewide and 14% nationwide. In Yolo County and statewide, Latino students are more likely to drop out of high school than White students. There is an inverse relationship between the level of education and many risk behaviors. Similarly, there is a positive association between increasing level of education and an increase in health protective factors such as income level, economic security, and the accumulation of wealth. Additionally, educational success has been correlated with supportive and enriched childhood development. Therefore, resources and policies that support programs such as Head Start and universal preschool are a good investment for society.

The impact on the County of an undereducated population is significant as it creates the challenge of attracting major employers that require a well-educated job force or specific job skills. Lack of education contributes to societal problems, including domestic violence, substance abuse, and crime. These issues represent an intergenerational cycle, with children in many instances, following their parents into the same life-long circumstances. Children of parents who have not achieved a high school level education are less likely to be successful in school and to graduate from high school than other students. Research

has shown that adults without a high school diploma or an equivalent earn up to 41% less than those who complete high school or earn a GED. The gap widens when comparing the incomes of drop-outs to that of adults with college degrees.

Funding for traditional Adult Education is lower than charter school funding and therefore has fewer resources. Limited resources for adult education and vocational skills instruction make collaboration essential to address education and employment issues throughout Yolo County. The flexibility built into charter school funding allows for the development of collaborative services that include corporate and employment development partners. Through these partnerships, programs specific to the needs and talents of underserved students can be crafted.

The need to sustain and increase academic achievement of students in the United States is well documented in the literature. As the National Governors Association (NGA, 2007) reported: On a variety of STEM indicators, it is clear that too many of our high school graduates are not prepared for postsecondary education and work. A recent study by ACT, Inc., has demonstrated that regardless of a student's postsecondary pathway, high school graduates need to be educated to a comparable level of readiness in reading and math proficiencies. Nearly three out of 10 first-year college students are placed immediately into remedial courses. In the workforce, employers report common applicant deficiencies in math, computer, and problem-solving skills. A wide variety of studies and indicators have demonstrated that our education system continues to fail to prepare many students for the knowledge-based economy. (p. 1) Demands on student's academic skills, particularly literacy, are more intense than at any other time in history (Alvermann, 2001; Kamil, 2003; Moore, Bean, Birdyshaw, & Rycik, 1999; NGA, 2005; Snow & Biancarosa, 2004).

The consequences of non-literate graduates entering the workforce and society are severe, detrimental, and limiting. Individuals lacking literacy skills fail to fully participate in careers and society (Cappella & Weinstein, 2001; National Association of Secondary School Principals, 2005; National Association of State Boards of Education [NASBE], 2006; Wright, 1998).

Although the most recent TIMSS report (Gonzales et al., 2008) showed that U.S. students score higher than the TIMSS scale average of 500, science scores of eighth-grade students have not measurably increased since 1995: The U.S. eighth-grade average science score in 2007 was 520 and in 1995 was 513 (p. 34). Only 10% of U.S. eighth graders performed at or above the advanced benchmark. The introduction to the new National Science Education Standards (National Committee on Science Education Standards and Assessment and the National Research Council, 2007) opens with this statement: Science understanding and ability will enhance the capability of all students to hold meaningful and productive jobs in the future. The business community needs entry-level workers with the ability to learn, reason, think creatively, make decisions, and solve problems. In addition, concerns regarding economic competitiveness stress the central importance of science and mathematics education that will allow us to keep pace with our global competitors (p. 12). As with math achievement, data also indicate that an increase in required science credits does not result in increased science achievement. National Assessment of Educational Progress (NAEP, 2005) data show that despite an increase of required credits from 1.4 in the mid-1980s to 3.2 in 2004 (Silverberg, Warner, Fong, & Goodwin, 2004), student scores on tests of science achievement have not increased. In fact, NAEP data show that at the Grade 12 level, the average score for science achievement has declined since 1996. In 2005, only 54% of students scored at or above the Basic level on the science exam.

These data give credence to ongoing efforts to integrate CTE curricula as a means of increasing the academic skills of young people. There also is mixed evidence as to whether completing CTE coursework contributes to students' overall academic achievement. The National Assessment of Vocational Education (NAVE) (Silverberg, Warner, Goodwin, & Fong, 2002) stated that, —on average, vocational courses as currently structured do not appear to contribute to an increase in students' academic achievement (p. 97), especially in reading. Any gains students have made in reading achievement were most likely made despite, not because of, additional reading strategy instruction in CTE courses. An exception to the NAVE data was found in the Math-in-CTE study, conducted by the NRCCTE (Stone et al., 2006). This study provided compelling evidence that enhancing the math that naturally occurs in CTE curricula can improve the math skills of students. The replications of the Math-in-CTE pilot study and full-year experiment within agricultural classes were also analyzed and found to have a statistically significant impact on student math achievement (Parr, Edwards, & Leising, 2004; Young, Edwards, & Leising, 2008).

Many believe a viable answer lies in curriculum integration efforts, through which it is possible for CTE teachers to identify and enhance the instruction of significant amounts of academic knowledge and skills embedded in the technical content. Curriculum integration also may help CTE teachers spend less time dealing with remediation in academic areas (Zirkle, 2004). Because the content of technical education is driven by the needs of the workplace, instructors maintain a close connection with real work. Thus, opportunities abound for CTE teachers to provide their academic counterparts with authentic, problem-based activities through which students can apply academics in relevant ways. Learning the academics within a rich context helps students learn in an environment that reflects the way knowledge will be used in real life (Johnson, 1996).

Educational Program of the Yolo County Career Academy

The YCCA will serve a student population of predominantly former school dropouts. The need for all students to meet high school graduation standards has not lessened over the years, but rather continues to rise. A high school diploma has the power to change lives, especially in the hands of a family's first graduate. It creates a wave of personal, social, and economic benefits – from boosting earnings and purchasing power to increasing responsibility for the broader community. It helps stabilize the family and create aspirations among family members who follow.

A dropout crisis exists in our county, state, and country and its impact is expanding for multiple reasons. Fifty years ago, dropping out of high school was less important in an economy that produced living wage jobs with lower competition for those jobs. Today, students who give up or are pushed out, have a diminished chance for a good job and upward mobility. Not only does their decision to drop out hurt them, but it also puts a financial and social burden on their communities, states, and the nation. Consider the following information:

- The percentage of fastest growing high-wage jobs that require post-secondary education is 81%.
- The rate of unemployment for students who quit/drop out of school is three times higher than those with college degrees.

Career Technical Education Focus

The YCCA will provide the **Manufacturing and Product Development industry sector** at the Corazon Training Center as aligned with the Yolo County Workforce Innovations Board Strategic Plan and Labor Market Information report.

A strong demand for workers continues in the **Building Trades and Construction industry sector**, and that demand increases as populations, businesses, and local economies expand. According to the U.S. Bureau of Labor Statistics, construction is among the top ten of the nation's industries, constituting almost 5 percent of the total national gross domestic product. In California, the longterm occupational projection for the Building Trades and Construction industry includes a need to fill 17,790 new jobs and provide 17,920 replacement workers as members of the current workforce retire or leave. In some trades in the state, an increase of more than 30 percent in the number of available jobs is expected over the next 10 years. Nationally, more than one million construction jobs will be created over the next decade, with job categories ranging from laborers to engineers to contractors. In the Building, Trades and Construction industry sector classes, activities range from general or exploratory skills to job-specific skills that prepare students to select and pursue career paths through postsecondary training, work experience education, apprenticeships, and postsecondary education. The classes incorporate and apply academic core content to career-related education. These interdisciplinary approaches provide students with strong foundation skills and advanced skills in the career field of their choice, allowing students to exit programs and enter occupations directly or pursue further specialty training.

For these reasons, YCCA will offer the Building Trades and Construction Industry (Construction Tech) Career Technical Education pathway for enrolled students.

The **Hospitality, Tourism, and Recreation** industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. Nearly 900,000 jobs are directly supported by the travel industry, making tourism the state's third largest employer; and the industry is expected to expand by more than 2 percent per year annually. Food service occupations, ranging from food production and service to the study of human nutrition and wellness, bring in over \$970 million a day and account for 8 percent of jobs worldwide. The California restaurant industry is the largest employer in the state, providing 957,000 jobs, with annual projected sales of \$51.5 billion and sales tax revenues of \$4 billion. Students choosing a career in this industry sector are eligible for positions throughout the world, with potential for advancement and ready availability of continuing employment. To support this burgeoning sector, colleges and universities throughout California and the United States offer courses and degree programs in this field. This sector encompasses three distinct yet related career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. Each pathway includes a coherent sequence of courses, starting with a foundation course that leads to one or more concentration courses and a capstone course. The concentration courses focus on technical preparation, including career awareness and exploration, which is based on industry-approved curricula. The necessary knowledge and skills are acquired within a sequential, standards-based program that encompasses hands-on, project-based, and work-based instruction as well as leadership development, internship, mentoring, work experience, job shadowing, and cooperative career technical education.

(Source: Yolo County Labor Market Information Report, CA Employment Development Department)

For these reasons, YCCA will offer the Hospitality, Tourism, and Recreation Industry (HSR) Career Technical Education pathway for enrolled students.

REQUIRED ELEMENTS

Logistical Components

Yolo County Board of Education as Authorizer

To the extent that this charter petition refers to the “County Board” as authorizing body of the Charter School, or otherwise references the authorizer of the Charter School, such language shall be interpreted to reference the Yolo County Board of Education where appropriate.

Term of Charter

The Petitioners request a new charter school pursuant to Education Code Section 47605 for a term of five years from July 1, 2018 through June 30, 2023.

Date of Opening and Students to Be Served

On approval of the charter petition, the Petitioners plan to open the Yolo County Career Academy (YCCA) for instruction by no later than August 1, 2018, with authorization to offer instruction for youth aged 17 and older.

Notification upon Approval

Upon approval of the charter petition, the Petitioners will provide a written notice of the approval to the State Superintendent of Public Instruction and the State Board of Education.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

YCCA will be located at two sites within the boundaries of Yolo County for the 2018-2019 school year, and will expand sites in subsequent years. YCCA shall operate its primary administrative offices at 1280 Santa Anita Court, Suite 190. YCCA will operate at the locations listed below under a single County-District-School (CDS) code as part of a single school with multiple locations. During the term of the initial charter, it is anticipated that YCCA will phase in the opening of locations to ensure a smooth delivery of services to students and to meet the needs of our students throughout Yolo County. YCCA will notify districts prior to opening additional sites and will notify adjacent COEs and districts if a resource center will be opened in adjacent counties. All facilities will meet the requirements of the Americans with Disabilities Act and will not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs. Facilities will be large enough to provide space for inviting and engaging learning labs with space for small group activities, group projects, and work space for individual student/teacher meetings. Facilities will also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. The following list details the anticipated opening dates and different locations of the charter school:

Opening After	Location
August 1, 2018	Cesar Chavez Community School, 255 West Beamer Street, Woodland, CA 95695
August 1, 2018	Yolo County Office of Education, 1280 Santa Anita Court, Suite 190, Woodland, CA 95776
August 1, 2019	Yolo County Monroe Detention Center, 140 Tony Diaz Dr, Woodland, CA 95776

ELEMENT A: Educational Program

Governing Law: *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. Education Code Section 47605(b)(5)(A)(i).*

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

Governing Law: *A description, the manner in which the charter school will inform parents of high school students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

YCCA Mission Statement

The Yolo County Career Academy’s mission is to “Provide a high-quality educational program that empowers students to earn a high school diploma with opportunities to acquire college and career readiness skills that lead to engaged citizens, highly skilled workers and leaders in our community.” As part of the Yolo County Office of Education, the Yolo County Career Academy (YCCA) charter school will partner with the Workforce Investment Board, school districts, business, industry and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who will be “Ready for College and a Career”. The YCCA will serve students ages 16 through 24 years of age; who have not yet obtained a high school diploma through programs provided in multiple locations within Yolo County.

Program Overview

The following initial locations are planned for implementation in 2018-19:

Location:	Cesar Chavez Community School (Woodland) Facility and Santa Anita, Suite 190
Staff	(4) Part Time CTE Instructors, (1) Academic Instructor, (1) part time Academic Instructor, (1) Part Time Administrative Assistant, (1) Part Time Administrator
Targeted School Population	The Yolo County Career Academy will target 42 students between the ages of 16 and 24.
Student Enrollment & Attendance	21 students will be enrolled in each high school cohort in 2018-2019 for a total of 42. We anticipate actual attendance of 66% of enrollment.

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Program Days & Hours of Operation	<p>Monday – Friday 8:00 am – 12:00 pm Academic program for high school aged youth Training for older youth</p> <p>12:30 pm - 2:30 pm Training for high school youth in cohort 1</p> <p>12:30 pm - 4:30 pm Training for high school youth in cohort 2 Academic program for older youth</p>
School Calendar	<p>The calendar will be based on 182 days each school year (180 days of instruction and 2 days of professional development).</p> <p>See Appendix X for school calendar</p>
Delivery of Instruction	<p>A blended model with direct instruction in Core Academic Subjects, Career Technical Education (CTE) and online learning resources. Students will work on collaborative projects, learn from experts in the local industry, travel to local businesses to experience first-hand what they are learning in the classroom and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to lesson plan, create projects, organize activities with the business community, create assessments and develop work-based learning opportunities for their students. This contextual learning approach includes community-based classroom practices and will enable students to learn by doing, providing the opportunity to develop relationships with potential employers in the community.</p>
CTE Industry Sectors	<p><i>Building, Trades and Construction; Hospitality and Tourism; Manufacturing and Product Development; and Transportation</i></p>
Materials & Curriculum	<p>The program will deliver the same academic instructional material utilized by the YCOE Alternative Education Department.</p>

[Insert information on proposed locations for 2019-20 and subsequent years]

Graduation Requirements and Courses Offered

Students will have access and support to complete the following courses to meet the YCCA graduation requirements:

Area/Courses Offered	Credits Required
English Language Arts	40
Social Studies	30
Mathematics	20
Science	20
Physical Education	20
Fine Arts/CTE/Foreign Language	10
Vocational Education	50
TOTAL	180

Instructional Approach

Description of How Learning Best Occurs: The benefits of CTE and Academic Integration.

Meeting the increasing needs of the industry and supporting high academic standards requires procedural and academic rigor in the career and technical curriculum. A survey conducted by the National Association of Manufacturers (NAM, 2005) suggested that many public schools are not producing employees who are qualified for entry-level positions. Citing the prevalence of technology in manufacturing, NAM claimed that the low-skilled division of the workforce is rapidly disappearing. The increasing number of retiring baby boomers has also contributed to a majority of companies reporting a shortage of skilled workers. Of those companies noting this shortage, nearly half reported that they had left positions unfilled because of unqualified applicants. Another, more compelling answer is found in national achievement data, which show flat or declining scores in student academic achievement.

What are CTE and Academic Integration?

The Core Principles of Curriculum Integration: The processes of conducting rigorous scientific research (e.g., pre- and post-testing students in search of statistically significant results) and identifying what works in real educational settings using sound methods are two very different enterprises. Throughout the original Math-in-CTE study (Stone et al., 2006), researchers sought to capture the classroom experience and determine the fidelity of the intervention through the collection of data from multiple sources, including observations, teaching reports, teaching tapes, instructional artifacts, lesson plans, individual teacher interviews, and teacher focus groups. Direct input from the teachers who participated in the study was particularly valuable in helping researchers identify what made the integration work and what did not. Researchers triangulated and analyzed this data in order to learn more about the model. These analyses generated five core principles supporting curriculum integration. For the purpose of this paper, we have adopted the principles to use as a lens through which to examine curriculum integration and what makes it work:

1. Develop and sustain a community of practice among the teachers.
2. Begin with the CTE curriculum and not the academic curriculum.
3. Understand that academics are essential workplace knowledge and skills.
4. Maximize the academics in the CTE curriculum.
5. Recognize that CTE teachers are teachers of academics-in-CTE, and not academic teachers.

(Source: http://www.nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf)

Partnership with Workforce Innovation Board (WIB)

CTE Administrators are members of the WIB and WIB Sector Workgroup. The YCOE Alternative Education Program, and the YCOE Foster and Homeless Youth Services Programs are all active partners of the YCCA. The WIB will be actively involved in providing current Labor Market Information to ensure the YCCA will offer educational programs that will lead to employment in the region. The WIB will provide support to all of the partner programs who provide direct services to students in our program.

One of the most significant opportunities the YCCA will provide will be the opportunity for students over 18 to re-engage through career training partnerships between the Yolo County Workforce Innovation and Opportunity Act (WIOA) programs such as RISE incorporated. RISE provides a comprehensive Youth Employment and Training program to help YCCA students secure employment through intensive case management, training services, educational programs, and supportive services.

Participants will have access to the following services:

- Career coaching
- Job Developer consultations
- Vocational assessments
- Career Technical Training
- Job Search guidance and training
- Remediation software
- Supportive services
- Incentives
- Job leads
- Job fairs
- Computer labs

Personalized Learning

Students complete the program at an individually determined pace, tracked by students on their “Personalized Learning Plan” (PLP) individual course record documentation, which will be part of each student’s learning plan and goals documentation. Resources are available – just in time - to allow for either an accelerated or remedial pace. Differentiation will be provided in several ways.

Advanced courses will be offered in all core content areas, as are foundational or remedial courses, but the real strength lies in the teachers’ ability to differentiate assignments for students according to their skill levels and needs. For example, one student may complete a basic inquiry for U.S. History while another completes an advanced multi-level inquiry project with analysis of primary documents, documentaries, and historical speeches.

Competency will be demonstrated through benchmark and summative assessments, for each course, and culminates in the presentation of projects that represent a broad sampling of student learning. As students work through the standards-based curriculum in the California state standards content areas, the mastery of these standards and skills showcase themselves in the Senior Projects. The application of these college and career anchor standards, so essential in the core content areas, lend themselves to the projects and Creative Technology as well as a final presentation where students practice their listening and speaking skills. Assignments are aligned to the California state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave YCCA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a WASC accredited high school diploma. The value and reward of this program will be its ability to dramatically improve the career opportunities and quality of life prospects for this student population.

Description of How Learning Best Occurs

YCCA will provide a dual-pronged approach to student re-engagement. One aspect of this reengagement will be our dually credentialed teaching staff, with the support of the YCCA teachers, transition specialist (to be hired in 2019-20) and paraprofessionals, guiding and supporting students until they complete all graduations requirements. Simultaneously, our staff will be working with our students to identify possible career pathways and supporting them on their quest to pursue college and university goals. The support staff will initiate a multistep case management process which is known as the Personalized Learning Plan (PLP) document.

The PLP process will engage the students in identifying their existing high school credit profile, which will be analyzed by a counselor and/or teacher, and will result in proposed academic goals setting a detailed path to graduation. An accompanying needs assessment will help identify voids or any lack of support for the student as well as possible hindrances present that may impede the meeting of the student's academic goals. Once the student meets his/her initial goal of securing a high school diploma, the staff will support them into their first semester of college, university, or in the establishment of a workforce connection. YCCA's distinctive and innovative program will integrate standards-based academic knowledge within real-world applications and provide work-based learning opportunities. YCCA's blended model will be designed to address three significant needs common amongst its unique student population:

- Personalized learning – timely assessment (formative and summative) that informs a student's learning agreement;
- Engaging curriculum – content and instruction that is engaging, current, rigorous, and relevant; and
- Accessibility – learning that will be available to any student, anytime, anywhere, including students with special needs or constraining circumstances through Chromebooks and other technological resources.

The charter school will be guided by the belief that learning will be personal and different for each student. Therefore, by offering a blended learning model, it will be better able to help students personalize their learning by offering choices and flexibility, such as the number of courses taken at a time, order of courses, access to specific remediation topics, individual tutoring, small group work, etc. The need for blended learning developed from a desire to enhance good teaching by engaging every student enrolled in YCCA in meaningful, rigorous, and personalized learning opportunities. In addition, YCCA design team acknowledges the need to prepare students for 21st century skill attainment.

Personalized learning requires the active direction of the student. A number of important studies (Lee, et al., 1995; Newmann, et al., 1992; Stigler & Hiebert, 1999) have pointed to the importance of active participation in learning as a major determinant of performance on tests and in grades. Students who were former dropouts benefit from personalized instruction and learning opportunities. With technology, it will be easier to allow for student choice, for meeting individual interests, for ensuring that assignments are at appropriate level, and allowing for prior experience to support learning. YCCA students will graduate with digital proficiencies that prepare them for success in college or career pursuits.

YCCA will provide students with opportunities to access curriculum, receive immediate feedback on performance, gain access to interventions, and research and locate resources with technology. Early technology will include Chromebooks, internet connectivity, interactive software programs, assessment software, and assistive technology for students with special needs.

Schools that provide individually paced, online curriculum have demonstrated an ability to retain more students due to having fewer discipline problems and increased student engagement helping to mitigate the high dropout rates found in schools serving students who have previously dropped out of school. There is also a higher rate of college attendance than schools with a higher ratio of students to computers, according to the results of a study from Project RED (Revolutionizing Education), a national initiative that aims to prove that when properly implemented; investing in technology can boost student achievement. The blended learning model that YCCA will employ centers on every student having developed a PLP student agreement and a computer workstation with high-speed connectivity. This format will support

active rather than passive learning. The blended model at YCCA will include variations of delivery to support other learning program needs, too. For example, an independent study program may loan Chromebooks to students to accommodate their need to complete schoolwork while away from the classroom.

YCCA will use content specialists who will collaborate together on the design of the program content, combining the best and most appropriate elements from a myriad of content sources. YCCA may also outsource some of the online development of these courses where designers use interactive and engaging components. Every YCCA pupil will have access to standards-aligned instructional materials that are updated and refined on an ongoing basis.

Each core content area will have a plethora of online instructional materials and resources specific to each course. Each content area course will be housed in a Learning Management System. Each content area course will utilize note-taking guides, which students are required to complete as they work through interactive tutorials, videos, and labs.

Rather than adhere to seat-time metrics, YCCA will focus on students demonstrating competency. A course will be complete when a student achieves a minimum of 80 percent mastery, based on embedded benchmark assessments and summative evaluations as they move through the curriculum. Students get real-time feedback on skill mastery through the short-term cycle assessments built into the learning management system. In addition, fully online courses are available for test preparation.

YCCA classrooms will be equipped with state-of-the-art hardware to meet students' instructional needs. YCCA classes will accommodate individual learning needs through an environment that supports individual learning styles and pacing. YCCA teachers have subject-specific expertise through education and credentialing, however they are expected to be educational generalists as well since they must integrate essential elements of core academics. The student-as-worker/teacher-as-coach will be a central concept of the program. Students will move in and out of small group learning activities facilitated by the instructor. Outside of the classroom, students will have access to high quality instructional content that allows them to continue their learning. Students will also have access to online teachers via a Helpline through the Learning Management System. This will empower students to take ownership of their learning and learn to direct their learning pace independently from others.

YCCA will provide high-quality professional development. Teachers and staff learning will be supported through regular content-specific Round Tables (professional development, collaborative trainings) for teachers, onsite trainings, virtual meetings, capacity-building courses, webinars, and technology training in learning conferences.

YCCA's implementation of blended learning will include meaningful and outcome-focused integration of mobile learning devices (including consideration of Bring Your Own Device capabilities), consolidation of IT systems for improved and sustainable technical support, and data dashboards to support decision-making for instructional staff. The blended learning model will be an integral part of YCCA's program delivery contributing directly to student achievement, as well as narrowing the achievement gap. Access to technology will facilitate engagement, communication, interaction, and understanding. The blended learning practice will provide the flexibility to individualize and personalize learning leading to individual gains in math and reading.

Subject Areas to be Taught

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YCCA will offer a unique educational program to its students which emphasizes core academics and workplace and college readiness skills. YCCA will offer all required courses necessary for students to obtain a high school diploma or equivalent and meet college entrance requirements. This includes the following: English 1; English 2, English 3, English 4, Intro to Algebra, Algebra 1A, Algebra 1B, Geometry, Algebra 2, Liberal Arts Math, and Math for College Readiness (higher level math courses are available as needed); science will include Health, Biology, Physical Science, Earth and Space Science, Anatomy and Physiology, Physics, and Chemistry—all of which will include labs; and social studies will require World History I and II, U.S. History I and II, American Government, and Economics.

Pathways through Post-Secondary

In the long term, the ambitious vision offered by YCCA goes well beyond high school credit recovery. The program will embody what Jobs for the Future, a national nonprofit that works to ensure educational and economic opportunity for all, calls “Pathways through Post-Secondary”.

(Source: http://www.jff.org/sites/default/files/initiatives/files/3phasemodel062416_0.pdf)

Our long-term vision will be for YCCA to help young people become college and career ready by simultaneously building transparent and supported pathways into and through postsecondary education.

Based on its work with such programs and with the national organizations and networks that support many of them, Jobs for the Future has developed a Back on Track model to drive growth and scale in this emerging field of practice. The Back on Track model articulates three program phases and accompanying features that help young people achieve their postsecondary and career ambitions (see Figure 2). In the three-phase model, each phase has distinct elements but will naturally overlap in terms of timing, resources, and staffing. This model is intended to set a higher standard for the YCCA program that will bridge into post-secondary education and careers, but it is also aspirational in nature. It assumes that most schools and programs do not have all phases or features fully in place. YCCA leaders and staff can thus use the model as a framework to assess the strengths of their designs and partnerships and to plan focused improvements, building toward fully operational pathways that substantially improve college completion rates.

- Staff will continually assess progress through the strategic use of data, using postsecondary access and completion as the key measures of program success.
- Staff will create a climate focused on acculturation to academic and professional norms, mindsets, and practices as well as personal responsibility for one’s own learning, career, and life goals.
- The physical setup and artifacts in the building, and opportunities to experience college classes and college life, enable students to perceive themselves as college students.
- Staff will support students to explore a range of career options and to understand their connections to postsecondary programs of study.

College- and Career-Ready Curriculum & Instruction

Curriculum will emphasize deep learning over test preparation, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors, and on key 21st century (meta- cognitive) skills such as critical thinking and problem solving, self-directed learning, collaboration, and effective communication.

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- Curriculum will be aligned/sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Staff will embed in the curriculum ongoing opportunities to practice college-ready and professional skills and behaviors such as effective time management, team work, and problem solving.
- Students have opportunities to engage in work-based learning, such as internships or job shadows.
- Intentional Use of Time, Technology, and Assessment to Customize Instruction & Accelerate Learning
- Program organizes time flexibly to enable older youth to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Program will be of sufficient length and intensity to enable youth to both gain a secondary credential and/or get adequately prepared for postsecondary education and careers.
- Staff use regular and various assessment methods (face-to-face and web-based), including college placement exams, to diagnose students' specific learning needs and customize instruction to accelerate learning.
- Staff will utilize student data to understand patterns of learning for individual students and customize the course/curriculum to ensure opportunities for acceleration and additional academic support.
- Technological tools enhance instructional strategies, provide skill-building support and facilitate "anytime, anywhere, any pace" learning.
- Students are coached and supported to use time in supplemental learning, online learning, work, and service activities to accomplish learning goals and develop independent work and study habits.

Personalized Guidance and Support

- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish or master to achieve college and career readiness.
- Program provides leadership, service and work opportunities to build students' agency, self-advocacy and key academic and career behaviors, such as persistence and time management.
- The program works to strengthen students' care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff will develop students' abilities to have greater responsibility and voice in their own learning and life choices.

PHASE TWO: POSTSECONDARY BRIDGING

YCCA will work in collaboration with Sacramento City College, Solano Community College, and Woodland Community College to provide postsecondary support and bridging for all students.

Supported Dual Enrollment

- Students will enroll in credit-bearing courses to gain exposure to college experiences and expectations. First courses can be those that reinforce essential skills within a career context, prerequisite math and English courses, or first coursework towards a technical certificate.
- Where appropriate, the program takes advantage of accelerated or streamlined developmental education courses to build student skills and reduce time to completion.
- First college courses will explicitly model college instruction through the use of, for example, syllabi, out-of-class assignments, college-style pedagogy and assessments (e.g. sophisticated papers, research projects, and presentations) and blended or on-line approaches.
- The program will provide formal, intense academic supports and scaffolding to ensure students are successful in their early postsecondary courses.

A Focus on College Knowledge and Success Strategies

- The program will coach students to develop college and career-ready skills and behaviors, including study and other self-directed learning skills, digital literacy skills, time and stress management, persistence, and awareness of performance.
- Students will gain postsecondary and career navigation skills, learning about general and technical programs of study, admissions requirements, financial aid, college culture, campus resources, and building relations with professors.
- The program will develop the mindsets and key cognitive strategies and content knowledge required for college success, such as formulating hypotheses, problem-solving, analyzing and evaluating findings, and understanding key foundational content in core subject areas.

Personalized Guidance and Connection to Best Bets

- Counselors will use data such as attendance and course performance to monitor student progress toward the goal of entry into credit-bearing coursework and/or technical programs of study.
- Whenever possible, the program will utilize a cohort-based approach to leverage peer connections, expand students' social networks, and build additional postsecondary support, using both face-to-face and online strategies.
- The program will integrate intentional career exploration and planning that will take into account students' career aspirations as well as local labor market demand to help drive toward "best bet" postsecondary programs resulting in credentials with labor market value.

- Program graduates who are currently enrolled in college mentor students in the bridge phase to guide their key decisions as they transition to postsecondary (face-to-face and/or online).

PHASE THREE: TRANSITION SUPPORT

YCCA will work in collaboration with the regional adult education consortium and Yolo County navigator to support students as they transition to postsecondary and workforce opportunities.

Support for Students to Earn Credits Predictive of Completion

- Designated staff will use data to monitor student progress, with particular attention to performance in the first few months of classes.
- Students will be connected to campus resources, networks, and support providers, especially those targeted for first-generation college-goers, expanding their social capital and their awareness of formal and informal supports and resources.
- Students, particularly those who are struggling, will receive intensive supports to help them succeed in credit-bearing general or technical program coursework.
- Students will be offered performance-based incentives, such as scholarships, to motivate them to accomplish personal and academic benchmarks.
- Staff will create individualized plans with students who are not on track to earn a credential after the first year, including self-assessments and additional customized supports.
- Staff will anticipate and work with students to address obstacles, such as loss of childcare, housing, or financial aid, and provide additional referrals and follow-up as needed.

Building Attachment to Postsecondary Education

- The program will enable students to develop increasing independence and self-agency as learners, drawing on academic mindsets and behaviors they began to develop in the Bridge Phase (e.g., self-regulation and study skills, time and stress management, persistence, and ability to self-assess performance).
- Staff will leverage technological tools, particularly social media, to provide follow-up and coaching support to students who have transitioned to postsecondary/career training.
- Student mentors will provide key information on college courses and professors to help first-year students make more informed choices.
- Students will engage in small cohort-based learning and leadership communities whenever possible.

Targeted School Population

YCCA will provide educational services for Yolo County students, ages 16 and older, who have not yet obtained their high school diploma due to lack of success in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The YCCA will be one

charter operating at two sites in Yolo County strategically situated to afford student populations in need of our services convenient access to our programs. A key component of the facility locations are accessibility to public transportation and access to partner resources.

The vast majority of our students come from situations of poverty. The YCCA program will bring job training and additional resources provided through partnership with federal and state-sponsored job training organizations, and Workforce Innovation and Opportunity Act (WIOA) programs. WIOA partners will provide YCCA with referrals to a 100% disadvantaged student population. Students may have dropped out of school for many different reasons, but the research demonstrates that the following reasons are consistently at the top of the list: a difficult transition to high school, deficient basic skills, and a lack of engagement. The YCCA educational ecosystem was designed to create learning environments that will compel high school students to master the skills, knowledge, and attitudes that will support their educational efforts and provide opportunities for them to pursue successful and productive lives.

The YCCA will offer a unique educational experience specifically designed for young adults who have not been successful in school and have re-committed to improving their lives and continuing their education, and who meet the requirements for enrollment set forth in Education Code sections 47612(b) and 47612.1. YCCA specifically targets students who have previously dropped out of school without receiving a high school diploma.

Student Enrollment and Attendance

Enrollment in YCCA shall be consistent with California Charter School Act and federal Law. Additional sites are possible for upcoming school years, as the need develops. YCCA will accept any Yolo County student seeking educational re-engagement and eligible to pursue a high school diploma, as well as those from contiguous counties as required by law. Enrollment projections for the next five years could reach 100 students.

The YCCA will actively identify, recruit and provide a premier dropout recovery, high diploma program and career technical education program. YCCA will specifically recruit students who include but are not limited to the following subgroups:

- Foster Youth
- Special Education Youth
- Justice Engaged Youth
- Pregnant and Parenting Youth
- Homeless Youth
- Unemployed Youth
- All other youth ages 16 and older who are considered economically disadvantaged and who qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with workforce partners

All YCCA students are required to sign an attendance agreement upon enrollment.

Who should apply to YCCA?

A potential YCCA student will be someone who:

- Wants to return to school and complete their high school diploma;
- Wants to identify and explore possible college and career paths;

- Is not currently enrolled in a school or educational program (including a charter school); and
- Is willing to create short-and long-term goals towards completing education, as well as transition plans that may include attending community college, taking part in job training and internships.

To provide an exceptional YCCA educational program and to support the academic goals of the students enrolled, the YCCA program will hire experienced, highly qualified certificated staff with the following qualifications:

- Possess a valid California Multiple/Single Subject Teaching Credential or Designated Subjects Credential; and
- Possess, or be working towards, a valid California Education Specialist Credential with a Mild/Moderate authorization or equivalent California Special Education Credential (intern eligibility will be considered).

Practice what it means to be an educated person in the 21st Century

There are many ideas from the global community that shape our ideas about the “educated person” in the 21st century. A complex diversity of cultures, the free-wheeling play of ideas, dedication to personal and community fulfillment, and the importance of discovery, change, and growth are key characteristics. The SCANS for America 2000 report suggests that students must demonstrate a new set of competencies and skills in order to succeed in the 21st century workplace.

“... the technology of mass production emphasized discipline to the assembly line. Today, the demands on business and workers are different. Firms must meet world class standards and so must workers. Employers seek adaptability and the ability to learn and work in teams.”

(Source: https://wdr.doleta.gov/opr/fulltext/1999_35.pdf)

The YCCA’s competency-based instructional model will be based on the learning organization work of Peter Senge (The Fifth Discipline), Michael Fullen’s work on Professional Learning Communities (Change Forces, Turnaround Leadership, Coherence), Ron Edmonds’ research on the school effectiveness movement, Robert Marzano’s What Works in Schools, Larry Lezotte’s Stepping Up!, Reuven Fuerstein’s Mediated Learning, and Stephen Covey’s 7 Habits of Highly Effective People. Drawing on the foundational work of Abraham Maslow (Maslow’s Hierarchy of Needs), Bloom’s Taxonomy of Educational Effectiveness, and Covey’s 7 Habits.

Using this theoretical framework, YCCA will provide high expectations within a highly structured and orderly atmosphere, placing a strong emphasis on skill acquisition, and providing for the frequent monitoring of student progress to promote student success. YCCA’s use of this customized curriculum will provide for:

- Integration of California’s State Standards (CCSS and NGSS) and Career Technical Education (CTE) Model Curriculum Standards;
- High-interest projects and assignments revolving around CTE, careers, and college readiness;
- Applied academic skills in math, science, English and history requiring real world application through projects (example: Using current events to support a scientific or multi-media tutorial to learn the core academics and technology applications);

- Basic skills embedded in learning high-end technology (example: math students utilize SolidWorks [software for manufacturing course] to not only learn design, but to reinforce, better illustrate, and to self-discover mathematical concepts); and
- Interwoven connections with Career and Technical Education (CTE), trades, and employability skills (multi-media tutorials to learn the core academics, technology, reading, writing, note taking, and speaking and listening skills and standards).

Competency-based learning allows teachers more freedom to use metacognitive approaches and differentiated instructional practices to foster student engagement. A competency-based delivery model considers each student as an individual with different learning needs. A look into working with Career Technical Education (CTE) students demonstrates that competency-based learning is a natural way to assist students' transformation from drop out to life-long learner. The workplace needs of a 21st Century economy demands that workers have actual task mastery of skills, not just time on task.

Competency-based education, with a focus on individual student growth, coupled with rigor, relevance, and relationship, in a high tech and high touch environment, facilitates a unique experience and meaningful transformation that creatively meets many of the needs of a 21st century economy and culture. Student success will be ensured with low student to teacher ratios, engaging and interactive curriculum, and an individual learning plan we refer to as "Personalized Learning Plan" or (PLP).

YCCA will offer disadvantaged students the real opportunity to earn a high school diploma, transcend their previous situation, and step toward evolving into a "knowledge value" individual as described by David Thornburg.

YCCA will leverage the knowledge and expertise of its partners to provide students with access to the middle class through an innovative curriculum and instructional model that prepares students to enter the 21st century workforce as vibrant contributing members of the community and the economy. YCCA Students will grow in persistence, perseverance, and resilience as they celebrate the rewards that come from effort. YCCA graduates will transition into careers, advanced training, and college because through their own hard work, and the support of a myriad of dedicated and caring professional staff, YCCA graduates are prepared for the 21st Century workforce.

English Learner Services

Some of our students will face an additional challenge of needing to develop language skills due to being English Learners (ELs). Other students upon enrollment and assessment are found to have below grade level academic skills that require remediation and support to access grade level high school curriculum. And other students arrive with exceptional skills and the ability to truly accelerate their learning. The blended learning model will be an integral part of YCCA's program delivery contributing directly to student achievement, as well as narrowing the achievement gap for all students. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning practice will provide the flexibility to individualize and personalize learning leading to individual gains in math and reading.

For students needing supplemental English Language Development (ELD), the following supports will be included in the instructional model:

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- YCCA will follow the state mandated protocol and procedures for identifying students using CALPADS, the home language survey, and the California English Language Development Test (CELDT) or the English Language Proficiency Assessment for California (ELPAC).
- YCCA will develop a customized ELD program for each student as part of their individualized learning plan which will be detailed in their Personalized Learning Plan (PLP). Their plan may include ELD-modified curriculum and supplementary instructional materials for differentiating instruction.
- The YCCA ELD program will include a full immersion program that includes English Language acquisition and computer assisted programs designed to support English development.

YCCA will notify parents/caregivers, if applicable, of the school's responsibility for CELDT or ELPAC testing under the ESSA for annual English proficiency testing. CELDT or ELPAC results will be given to parents/caregivers, if applicable, within 30 days of receiving results.

Parental/caregiver opinion and consultation, if applicable, achieved through notice to parents/caregivers of the language reclassification and placement process and encouragement of the participation of parents/caregivers in the school's reclassification procedure.

Outcomes

The goals of the YCCA EL Program are to provide students:

- Development of proficiency in English and in the county adopted core curriculum.
- Ability to overcome language barriers and recoup any academic deficits.
- Ability to demonstrate English Language proficiency comparable to the average YCOE student of the same age or grade level whose primary language is English.
- Equitable access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that will be equivalent to their peers, experience success, and sustain adequate psychosocial adjustment.
- To have students function successfully in the English language, the needs of English Learners will be met through:
 - Progress monitoring and assessment of growth in attaining English proficiency and reclassification.
 - Access to highly-qualified academic teachers authorized to teach ELs, including integrated and designated ELD.
 - Implementation of the California ELD Standards.
 - Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and development of literacy skills along with oral proficiency and literacy in English.
 - Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
 - Staff collaboration regarding best practices in working with EL students.
 - Primary language support provided by teachers, as feasible.

- Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by think- alouds, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project Based Instruction

In addition, if YCCA enrolls more than 20 EL students, an English Learner Advisory Committee (ELAC) will be formed, comprised of parents, staff, and community members specifically designated to advise school officials on EL program services.

Meeting the Needs of Gifted Students/Proficient Students

YCCA will provide each student identified as Gifted with a learning environment conducive to developing and expanding his/her individual areas of giftedness. The learning plan and accommodations will be documented in the student's learning plan. YCCA will recognize a gifted student as a student who has superior intellectual development and capable of high performance and accelerated learning.

The PLP shall be accessible to each of the students' teachers who will be responsible for the implementation. Each teacher shall be informed of specific responsibilities related to implementing the student's PLP. If a student enrolls with an IEP indicating that he/she was previously identified as "gifted / talented" under IDEA, then an IEP meeting will be held to determine FAPE (Free Appropriate Public Education). Placement may be appropriate at YCCA, and goals, objectives, supports and services will be determined by the IEP Team.

YCCA will provide appropriate challenging coursework for all students along with opportunities to accelerate in order to maximize each student's potential through a variety of options, including but not limited to: modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. All content areas offer opportunities for students to show mastery of skills and standards via Proficiency Exams, Challenge Tests, and Check Points.

Students who are able to master these skills with an 80% proficiency or higher, may test out of all or parts of the curriculum to accelerate their learning pathway. In both math and ELA, gifted students may meet specific criteria to begin the Senior Project Prep modules (STEM for math and Writing and Technology for ELA), which consist of only those assignments needed to complete Senior Projects.

YCCA's flexible learning environment will be designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that will be used to address the needs of all. Coursework will be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material will be presented.

Providing Services to Below Grade Level and Other At-Risk Students

Students enrolled in YCCA who are identified as below grade level will have a Personalized Learning Plan (PLP) that will indicate the appropriate course pathway. YCCA will provide each student with a learning environment conducive to developing and expanding his/her individual areas of growth. YCCA recognizes a below grade level student as a student who needs scaffolding to build basic, foundational skills before mastering the skills and standards of the high school core curriculum.

The PLP shall be accessible to each of the student's teachers who are responsible for the implementation. Each teacher of that student's PLP shall be informed of specific responsibilities related to implementing the student's PLP.

YCCA will provide appropriate initial instruction and tiered support to ensure students are able to access grade appropriate coursework for all students along with intervention opportunities in order to maximize each student's potential through a variety of learning options, including but not limited to, modifications of content, processes, or products through a universal design for learning approach and enrichment opportunities. Supplemental curriculum and resources include Math and Reading Strategies; Intensive Reading; materials to teach parts of speech and basic sentence structure; educational videos; modified curriculum and other resources.

Meeting the Needs of Special Education Students

Upon enrollment, YCCA will provide all IEP services that are agreed upon in an existing IEP, and those services are provided either through special education, certified employees, or approved contracted services. Examples of services that are provided include speech & language services, counseling services, transition services, and specialized academic instruction support. Students will be provided with accommodations and/or modifications based on their IEP in the high school curriculum, alternative standards-based curriculum, remediation/supplemental materials, as well as various school settings. YCCA will have paper-based and computer-assisted curriculum that meets the needs of students who are not able to access the standard curriculum. Peer tutors, assistive technologies, and strength-based instructional planning/delivery are other examples of supports and services that may be used to meet the individual needs of students with disabilities.

YCCA has consulted with, and will work in cooperation with, the YCOE, local educational agencies (LEAs) and the Yolo County Special Education Local Plan Area (SELPA), to ensure that a Free and Appropriate Public Education (FAPE) will be provided to all students with exceptional needs. YCCA will align practices and procedures with YCOE's Special Education Program Policy Guide to support the same goal: maintain a high quality program delivery model that is fiscally sound and follows the Yolo SELPA's fiscal allocation plan. Agreements will be negotiated to determine allocations of actual and excess costs, as well as YCCA's responsibilities regarding any encroachment on general funds. The anticipated needs and costs associated with special education were based on a review of expenditures and programs similar in design to the YCCA rather than comparisons to more traditional schools. Anticipated special education expenditures are based upon implementations of similar schools. YCCA is fiscally responsible for fair share of any encroachment on general funds.

YCCA will adopt YCOE's special education policies as a guide in providing a continuum of specialized support and services while maintaining full compliance with district, state, and federal mandates and regulations. YCCA administrative and instructional Special Education staff welcomes any opportunity to collaborate, grow professionally, learn from each other, and share best practices. YCCA hopes to function as a dependent charter of the YCOE local educational agency that granted the charter for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

SELPA Membership

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It will be understood that YCCA shall not discriminate against any pupil in its admission criteria on the basis of disability. YCCA will be considered a school of the Yolo County Office of Education (YCOE), which is a member of the Yolo County SELPA. See Policy 0420.4 regarding Charter Schools of the Yolo County SELPA Policy and Procedures manual.

YCCA Responsibilities

YCCA will deliver the required and appropriate special education services to enrolled students unless other agreements have been reached between the YCOE or Yolo County SELPA regional providers. Services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- Individual Education Plan (IEP) development
- Utilization of the county's comprehensive services to provide appropriate education services to all enrolled students

Submission of all required reporting, filings, etc. to fully comply with the Yolo County SELPA and California Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services

Referral YCCA students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress
- Social/Emotional development
- Physical limitations
- Behavioral history

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before the YCCA refers a student for special education testing) or if requested by a parent of a student under 18, or an adult student. Objective and complete data will be collected during an initial referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). A follow-up date will be scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions will not be warranted. If progress is not noted, a Student Study Team (SST) may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments. A formal request from a parent or adult student to assess a student for special education supersedes the SST process and YCCA staff will comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

Special Education Programs and Services

Upon enrollment of a student with an IEP, a representative from YCCA staff will meet with the student (and parent/caregiver, if applicable) to review the student's current IEP, review transcripts and discuss course assignment. Special education English Learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in the student's IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Collaboration between YCCA, the YCOE and the Yolo County SELPA to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

YCCA will adhere to the legal mandates outlined in the Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations. When a student with an active IEP enrolls in YCCA he/she will be provided an interim special education placement and a new IEP will be written on the corresponding Yolo County SELPA forms within 30 days. After the interim placement, staff, parent/caregiver, and the student may revise the IEP with appropriate goals and access to services at the YCCA program or to consider alternate placement options, if the student's needs cannot be met at YCCA. The IEP team will be comprised of the student, (parent/caregiver and/or their requested representative[s], if applicable), a general education teacher, special education personnel who will be working with the student, and an administrative designee. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and frameworks. Progress will be periodically monitored and written documentation of progress toward meeting annual goals will be provided to the student (and/or parents/caregivers, if applicable), as frequently as their general education counterparts (but no less than three times per year).

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, YCCA will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. YCCA staff will attempt to distribute written assessment reports to the student (parent/caregiver, if applicable), if they are complete, prior to the IEP meeting. In the event this is not feasible, YCCA will ensure copies of the reports are available at the meeting. YCCA will utilize the Yolo County web-based) Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information. At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability

but does not meet other eligibility requirements for special education, eligibility for Section 504 Accommodation Plan will be assessed, and if student is eligible and the parent/guardian accepts, developed at the meeting.

Identification of Bilingual Special Education Students

Before a student whose native language is not English will be referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt will be made to have personnel fluent in the student's native language and familiar with their native culture participate during the SST process and during the referral process for determining the eligibility for special education. If appropriate, before students are identified as disabled they will be tested in their native language. When appropriate, YCCA will evaluate a student in his or her native language before they can identify that student as having a disability and provide special education services. In addition, parents will be offered evaluation plans and IEPs in their native language before giving informed consent. The only exception is in the case where the home uses an alternative language, but the student is evaluated to be proficient in English. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested. All goals and objectives for bilingual students will be linguistically appropriate and are developed so that the student's language acquisition needs are taken into account. Special education personnel who assess and deliver services outlined on the student's IEP will have Cross-cultural, Language, and Academic Development (CLAD) certification authorizing them to provide instruction to English learners.

Dispute Resolution & Complaint Procedures

YCCA's policy will be to comply with applicable federal and state laws and regulations. Pursuant to this policy, there will be a Board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

- 1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- 2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, migrant education, career technical and technical education training programs, childcare and development programs, and child nutrition program.

Students (parents/caregivers, if applicable) also have the right to file a complaint with the county and/or the California State Department of Education. ***Please see Appendix X for the YCOE Uniform Complaint Procedure.***

ELEMENT B: Measurable Student Outcomes

The Yolo County Career Academy will seek to support students in achieving the following outcomes:

- Completion of industry certifications
- Attainment of a high school diploma
- Successful transition to community college
- Successful transition to family – sustaining employment

Transferability of High School Courses

Upon enrollment, students (and their parents - for those students under 18 years of age) will be notified by YCCA of the acceptability of credit for transferring into or out of YCCA.

Career and College Pathway Efforts

YCCA will partner with other entities, including the Yolo County WIB, Sacramento City College, Solano Community College, and Woodland Community College. Business and Industry champions have been identified and will partner with YCCA including Marquez Design. YCCA will partner with other entities, especially the Yolo Regional Occupation Program (ROP) to provide options and pathways designed to deliver long-term solutions for over-age, academically underserved, and low income youth that are not enrolled in school or participating in the labor market.

Professional Development

YCCA educators will participate in meaningful staff development that centers on both content areas and appropriate strategies for teaching in adult environments. Topics for professional development may include: managing an adult classroom, working with English Learners, differentiating instruction, the Common Core State Standards, technology in the classroom, and content-specific topics

New Staff Orientation, Training, and Support

New staff members will be encouraged to job shadow in their particular area and visit other sites to observe and learn from more veteran teachers and staff.

Professional Development Plan

YCCA teachers will be provided professional development opportunities geared toward individual experiences as well as site experiences which will provide growth to the staff member(s). A catalogue of professional opportunities for learning will be available for YCCA staff from which a site or individual can choose for their growth.

YCCA programs serve a significant population of the most at risk students from the juvenile justice system and the Foster Care system. YCCA will counter these various risk factors with: a rigorous curriculum that will be adaptable to each student's individual needs, small school programs in multiple, highly accessible locations throughout Yolo County, and highly qualified caring educators who are invigorated by frequent professional development, which includes training on trauma informed care.

The YCCA leadership team believes that knowledge of the impact of chronic and severe traumatic stress on children is a key component to a comprehensive professional development plan that prepares educators to engage and empower our student population.

Motivating Reluctant/Resistant Learners

The impact of chronic and severe traumatic stress upon the YCCA student population will also necessitate that our staff undertake additional and targeted professional development to counteract its dire effects. Best practices for how to work and incorporate Reluctant/Resistant Learners into our program will also be identified and adopted into YCCA's teaching delivery. For students to feel a sense of ownership in their own learning, they need to be a part of the process at its inception. At first, teachers may be leery of allowing students to have a voice in determining the project, or even the criteria for which they would be assessed. However, when students are respected as life-long learners and can suggest the criteria for assessment, they become thoughtful and responsible. This will be a step that increases their motivation and challenges their interest, and makes them responsible for the work they produce. A Reluctant/Resistant student usually develops these inherent feelings of exclusion after a lifetime of having been excluded from school, family, community or any number of affirming social circles. YCCA will establish a teaching style that:

- Increases students' ownership in the classroom so that they are intrinsically motivated.
- Provides and design strategies that inspire higher level thinking skills that excite and motivate our students to read, write, speak, listen attentively, and perform.
- Utilizes coaching strategies that work best with Reluctant/Resistant students to increase the quality of study work.

Mindset

The concept of developing Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. YCCA staff will be trained to identify and develop this simple idea in our student and will learn that it makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. Translated into our student populations, YCCA students may see themselves only as dropouts because they have been measured and reinforced as being dropouts all their life. Instead of attempting to develop their intelligence, their mindset, they may believe that talent alone creates success without academic effort. Successful participation in the YCCA program will prove them wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work; brains, and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Studies into the profiles of individuals who develop their mindset, suggest that virtually all great people have had these qualities. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. Our YCCA staff will be trained to develop their own growth mindset and encourage students that they teach to develop their own as well.

Alignment of Curriculum to Student Performance Standards

The standards-based curriculum is designed to prepare students for fulfilling lives in the global economy of the 21st century with strong emphasis on real life skills that can be transferred to the world of work and/or higher education. Through the creation of student, school, business, and community partnerships focused on a highly relevant and research-based curriculum model applied to real-world situations, YCCA will prepare students to be lifelong learners who are well prepared to be contributing members of society.

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Because the YCCA core academic curriculum will focus on intellectual development, it will prepare students to increase proficiency in literacy and numeracy utilizing an instructional program that will be aligned to the California State Standards (CSS), the Next Generation Science Standards (NGSS), and the CTE Model Curriculum Standards. The instructional plan will be theme-centered, integrated, interdisciplinary, problem-focused, and project-based, all of which will ensure our students will be college and career ready.

The curriculum content of the core subject areas (Reading/Language Arts, mathematics, science, and social studies) will be aligned with the CSS, NGSS, and State Content Standards for History/Social Science. Students of YCCA will demonstrate the following competencies upon graduation:

English/Language Arts

With the implementation of the California State Standards (CSS) aligned literacy curriculum, students will demonstrate strong reading skills in informational and literary text, writing from sources, listening, speaking, research and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. Through regular practice with complex texts and its academic vocabulary, students will build knowledge from, comprehend, and critically interpret multiple forms of informational and literary text, including complex technical directions much like they will be required to do with the annual California Assessment of Student Performance and Progress (CAASPP) assessment.

Mathematics

Students will develop abilities to reason logically, think critically, and persevere in problem solving situations to understand and apply mathematical practices and concepts from the CSS for math: number and quantities, algebra, functions, modeling, geometry and statistics & probability.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts of various strands of science, which include science as inquiry, physical science, life science, earth science, space science, and science of the environment. Students will research scientific events and phenomena pertinent to their studies and creatively present their learning so that peers may learn and apply those skills and knowledge. Students will investigate real world issues and complete hands-on and virtual labs to address learning and inquiry as well as reflect on and summarize their learning. The integration of the three Next Generation Science Standards dimensions of practices, crosscutting concepts, and core ideas will provide students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts.

History/Social Studies

Students will understand and apply civic, historical, economic, and geographical knowledge in order to serve as participating citizens in today's world of diverse cultures in both workplace and educational settings. Students will utilize key skills such as reading comprehension, critical thinking, problem solving, analyzing and applying knowledge, and using technology effectively. Students will learn historical concepts through domain-specific informational texts. Students will be expected to learn through the texts rather than simply referring to them, and use primary and secondary source documents in research and critical thinking exercises. Students will also build their academic vocabulary while accessing complex texts. Real-world projects will allow students to apply this knowledge to their own lives in the 21st century.

Competency will be demonstrated in benchmark and summative assessments for each course and culminate in the presentation of Senior Projects that represent a broad sampling of student learning. Students’ mastery of the standards and their developed skills will be showcased in their Senior Projects. The application of college and career anchor standards, so essential in the core content areas, will lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills.

Assignments will be aligned to the state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave YCCA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program will be its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

Local Control and Accountability Plan (LCAP)

The following annual goals and annual actions will be implemented and be further detailed in the YCCA’s 2018-19 Local Control and Accountability Plan (LCAP), to be submitted annually, and may be revised and/or reorganized therein. YCCA recognizes that the majority of our students will likely be socio-economically disadvantaged, and annual goals and actions will be developed to address the needs of this subgroup. The annual goals and actions below (and future LCAPs to be developed) shall reflect laws and regulations as applicable to charter schools, which have added flexibility in several of the state priority areas.

Goal #1: Develop and Implement a multi-tiered system of support in collaboration with partner agencies and families that improves student: social-emotional health and overall well-being and successful reintegration to comprehensive or community school settings using pro social behaviors.

Identified Needs:

1. The multi-tiered system of support being developed and implemented in our charter program needs to be responsive to the goals, strengths, and areas of growth of the youth enrolled in our schools.
2. The YCOE educational and support team and partner agencies need to collaborate closely to serve youth involved in multiple systems.
3. The YCOE educational and support team and parents need to collaborate closely to support youth served in our schools.
4. Increased parent input on CHKS (California Healthy Kids Survey) and monthly meeting participation.
5. Increased sense of safety at the teacher, parent, and student level.
6. The YCOE educational and support team needs to use data-based decision making processes to ensure youth are positively impacted by the actions and services that are implemented.
7. Youth who have dropped out of high school, are unemployed, or underemployed typically experience chronically stressful environments in multiple contexts and benefit from specific systems and practices being implemented by teams of educators, support providers, and parents to increase pro-social behaviors, attendance, and the soft skills necessary to access a quality education, graduate, and succeed in world of work.

State Priorities: 3, 5, and 6

Metrics/Indicators	Baseline	2018-2019	2019-2020	2020-2021
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Maintain a low suspension rate below the State average	Baseline year 2018-2019	April, 2019: Baseline year	April 2020: Maintain or decrease suspension rate by 5% of baseline	April 2021: Maintain or decrease suspension rate by 10% of baseline
Maintain overall attendance of at least 75%	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
Maintain low rate of chronic absenteeism	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
Reduce dropout rates for high school students using state measure	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
Establish high school completion baseline for YCCA	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
For youth ages 16-17 at least 50% of parents, students, and teachers will provide input data from CHKS	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
For youth ages 16-17 increase parent participation in meetings to ensure input in decision making and participation in programs for unduplicated and exceptional needs individuals by 50%. For youth ages 18-24 engage youth in self advocacy training and opportunities through the Individualized Education Plan (IEP) process	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline

Goal #2:

Engage students and caregivers in a high quality student-centered educational program based on effective youth development principles and state performance standards.

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Identified Needs:

1. The YCOE educational and support team and parents need to collaborate closely to support the academic achievement of youth served in our schools
2. The YCOE educational and support team needs to use data-based decision making processes to ensure youth are positively impacted by the actions and services that are implemented
3. Youth enrolled in court and community schools typically arrive
4. Refine ILP (Individualized Learning Plan) with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates
5. All teachers to be assigned with appropriate credentials
6. Ensure all students have standards-aligned instructional materials and curriculum, including those designed to meet the needs of English Learners, students in the Office of Refugee Resettlement (ORR) program, and students receiving special education services

State Priorities: 1, 2, 4, and 8

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
100% of students will receive instruction in California State Standards (Common Core) English Language Arts & Literacy, Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards per their Individualized Learning Plans	100%	100%	100%	100%
100% of youth enrolled in our programs for 120+ days will increase their grade level equivalency in reading by at least one year	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
State Assessments: A. SBAC (EAP): For grade 11 youth, meet participation rate of 95%; report grade level scores where there are 11 or more students at a given grade level B. CELDT – For grade 11 English Learners at least 85% of students enrolled in our programs for 180 school days will improve by one proficiency level, year over year	Data for Early Academic Program (EAP) not available as less than 11 students were reported New assessment English language acquisition will be in place: English Language	Pending numbers of students tested New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline	Pending numbers of students tested New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline	Pending numbers of students tested New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline

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	Proficiency Assessment for California (ELPAC) will be used to establish new baseline			
Increase English Learner Reclassification Rate	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
Local Assessments: Individual student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment	Baseline year 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline
100% of facilities will meet facility inspection criteria	100%	100%	100%	100%
100% of teachers assigned with proper credentials	100% of teachers will meet credential compliance	100%	100%	100%
100% of students will have standards-aligned instructional materials	100%	100%	100%	100%

Goal #3:

Provide an instructional program that prepares students with relevant college and career readiness skills by: Assisting students in developing and implementing both short and long term individualized plans focused on: Academic achievement, social/emotional development, and career planning.

Identified Needs:

1. Continue a College and Career readiness continuum of experiences, including Career Technical Education learning (A-G requirement not applicable).
2. Need to establish and articulate clear student performance expectations for college and career readiness, including CTE.
3. ILP (Individualized Learning Plan) for the YCCA to assist in student transitions with indicators tied to: credits earned in: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education, post-secondary planning, and individual goals.
4. Need to ensure students graduate with industry-aligned certification(s) pertinent to Yolo County.

State Priorities: 4 and 7

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
100% of students will have access to/enrollment in a broad course of study	100% of students have access	100% of students will have access to/enrollment in a	100% of students will have access to/enrollment in a	100% of students will have access to/enrollment in

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100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	to and enrollment in a broad course of study 100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	broad course of study 100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	broad course of study 100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	a broad course of study 100% of students will have ILP goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates
At least 85% of students will participate in arts education	At least 85% of students will participate in arts education	At least 85% of students will participate in arts education	At least 85% of students will participate in arts education	At least 85% of students will participate in arts education
Research/design clearly articulated college and career readiness performance expectations, including industry certifications	Our baseline year will be 2018-2019	Baseline year	Maintain or decrease suspension rate by 5% of baseline	Maintain or decrease suspension rate by 10% of baseline

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

Expected Measurable Student Outcomes

Progress towards meeting this goal will be measured by the following metrics:

- The percentage of students who earn their high school diploma will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who make more than a year's worth of progress (50 or more credits) will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who earn industry certification will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who increase their grade level score on the STAR Renaissance reading and math will increase by 5% every year from a baseline of 2018-2019
- The percentage of students who score at or above the 9th grade on the IRLA will increase by 5% every year from a baseline of 2018-2019
- Increase percentage of students that report in annual survey that staff is "caring and supportive" by 3% every year from a baseline of 2018-2019.
- YCCA will achieve and maintain an attendance rate at 75%.
- YCCA will keep suspensions and expulsions below 5% of the student population.

The YCCA will improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain an accredited California high school diploma. All courses and curriculum utilized by YCCA will be aligned with California State standards and its teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups

YCCA will observe and meet the state priorities listed in Education Code Sections 52060 and 52066. The YCCA program will be planned in such a manner as to comply with each of the eight priorities as established in the Local Control Accountability Plan (LCAP). Goals will be established for each group in the following areas:

A. Conditions of Learning

- Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions to (i), inclusive, of Section 51220, as applicable. (Priority 7)

B. Pupil Outcomes

- Pupil achievement: performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

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- Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

- Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

YCCA will prepare students for success by providing a supportive school environment focused on increasing academic and positive social skills and behaviors, while providing functional life skills instruction. YCCA will operate as a charter school under the authorization of the Yolo County Board of Education, as a unique public school with the following overarching goals:

1) Provide excellent education programs for all students served by YCOE.

- Alternative Education
- Special Education
 - Access
 - Parent Engagement
- Quality Preschool
- Longitudinal Study & Data

2) Be excellent stewards of resources.

- Financial Resources
- Human Resources
 - Staff
 - Students
- Facilities

3) Serve as a resource and partner to school districts.

- Local Control Accountability Plan
- Alternative Education
- College and Career Readiness
- Special Education

School Exit Outcomes and Performance Goals

1. Individual Student Growth Results will demonstrate accelerated learning in reading.

- The percentage of students demonstrating accelerated growth in reading skills will trend up over the term of the charter.

2. Individual Student Growth Results will demonstrate accelerated learning in mathematics.

- The percentage of students demonstrating accelerated growth in mathematic skills will trend up over the term of the charter.

3. An evaluation of individual student writing skills will demonstrate improvement over time.
 - Individual student growth in writing skills will improve over time as evidenced by student writing portfolios.
4. The YCCA graduation rate will compare favorably with the graduation rate of schools serving similar student populations in California and will trend up over the term of the charter.
5. Student enrollment in colleges and/or in advanced training or achievement of certifications will be evaluated annually and will trend up over the term of the charter.
 - Success metrics will include, but are not limited to, Career Pathway selection, college credits earned, number of students participating in co-enrollment programs with partner colleges, CTE courses completed, certificates earned, internship and job shadowing experiences, advanced training completed with consortium partners, number of students placed in jobs, match of job to training received, and when available, salary earned in job. These metrics will be gathered and reported annually.

All of the outcomes and goals described previously will align to the school mission, vision, and values through the use of a curriculum designed to engage an older student population and through assessments that will provide relevant academic growth information to each and every individual student. YCCA will adhere to California public high school graduation requirements and will prepare students for the accomplishment of the California State Standards.

YCCA will use a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments will be designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. YCCA teachers will use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements. These assessments will also prepare students for the California Assessment of Student Performance and Progress (CAASPP) where appropriate.

YCCA will seek to improve student academic knowledge and guide students with an educational plan that will result in completing all course criteria to qualify them to obtain a high school diploma. All courses and curriculum materials employed by YCCA will follow state adopted guidelines and teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

Any modification of these outcomes or expectations will be submitted to the Yolo County Board of Education as an amendment of this charter. In such a case, the County Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

ELEMENT C: Method by Which Pupil Progress will be Measured

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

Methods of Assessment

To measure the progress of the students at YCCA and to ensure that the goals of the charter are being met, YCCA will adhere to statewide standards with mandated standardized tests and will utilize additional YCCA performance-based assessments on a regular basis to measure student progress. Student performance on these measures will help the YCCA School community make informed decisions about instruction efficacy, needed program modifications, or additional goals and objectives to be developed.

The following assessment approaches may be included in the school's measurement of outcomes:

- Students may take the CASAS Assessment designed to assess the relevant real-world basic skills of adult learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area. Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners. The CASAS scale is divided into five levels: A (Beginning Literacy) to E (Advanced Secondary), each encompassing a range of scores. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts. The Skill Level Descriptors provide general information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skill tasks this person generally can accomplish. Student Performance Level (SPL) designations are provided for the ESL levels. The SPLs were developed through the Center for Applied Linguistics for the National Mainstream English Language Training Project. They provide general descriptions of adult ESL learners' ability in two areas of language proficiency: language/oral communication and reading/writing at a range of levels.
- Students will take Renaissance STAR reading and math assessments which create a personalized assessment profile to assist staff in knowing and responding to each student's learning level - precisely measuring student progress and growth for each individual. Staff will have essential information promptly about what each student knows.
- Curriculum-Embedded Standards-Based Formative and Summative Assessments: Staff will administer publisher created and locally developed tests designed to measure student achievement on the grade-level standards based curriculum content in core areas such as reading, mathematics, science, and social studies in grades 9 through 12. Students will be assessed after each unit, module/course and at the completion of individual Senior Projects and the final formal presentation to staff, students, and others (parents, partners and/or fellow students). Advancement to subsequent units and modules will require a minimum 80% success rate on the

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preceding ones. This may vary based on individual student's ILP and/or additional learning plans, including, but not limited to IEP or 504 Plans.

- Teachers will chart and use assessment/test results as an ongoing guide to student instructional needs to enhance student progress. In order to address the skills needed for success, assessments will be developed to include Webb's Depth of Knowledge (DOK) levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application.
- Teachers will also use these DOK levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels will be a natural and cohesive part of all curriculum and instruction regardless of content area. These levels will also be in alignment with the California state standards.
- Standardized Assessment(s): YCCA will administer and comply with any California mandated tests: CAASPP and any other statewide or national assessments that are added throughout the life of the charter.
- Portfolio Assessment: Portfolios will be divided into two divisions of learning: Core Academics and Electives. The Core Academic portfolios represent a log of essential learning needed to be college and career ready utilizing state standards for math, science, social science and English Language Arts. Real world literacy, numeracy and integrated technologies are at the core of these portfolios to help prepare our students for the competitive 21st century job market. Students must also present their portfolio to their peers to showcase their core content achievements and illustrate their oral presentation and communication skills.

See Appendix 1 for a list of curriculum, materials, and assessments.

Use and Reporting of Data

The above assessments are designed to align to the mission, exit outcomes, and the curriculum utilized in YCCA. YCCA will utilize the data to identify areas for improvement in the educational program. The Charter will develop an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established during the year, data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the YCCA and their qualifications;
- A copy of the charter's health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether the charter implemented the means listed in the Charter to achieve a racially and ethnically balanced student population;

- An overview of the charter’s admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended;
- Analyses of the effectiveness of the charter’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and,
- Other information regarding the educational program and the administrative, legal, and governance operations of the YCCA relative to compliance with the terms of the petition.

YCCA will use the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. Annual YCCA performance information will be shared with students, families, and public agencies as appropriate.

ELEMENT D: Governance Structure of School

***Governing Law:** The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D). Yolo County Career Academy (YCCA) will be a dependent public charter school authorized by the Yolo County Board of Education and administered by the Yolo County Superintendent of Schools through the Yolo County Office of Education (YCOE).*

YCCA will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

[Description of alignment with goals of YCOE]

[Insert diagram of YCOE structure]

The Yolo County Board of Education will retain roles and responsibilities as defined in Education Code 1040 – 1047 for the Yolo County Career Academy. YCCA will follow applicable policies set forth by the Yolo County Board of Education and the administrative regulations set by the Yolo County Superintendent of Schools. YCCA will comply with all applicable federal laws, and state and local laws that are applicable to public charter schools.

Conflict of Interest Regulations

YCCA will be fully in compliance with the conflict of interest regulations of the Political Reform Act Government Code 1090.

Advisory Council

The Charter Advisory Council will be established to ensure the school program will be aligned to the charter elements, the Local Control Accountability Plan (LCAP) goals and action/strategies, and the Single Plan for Student Achievement (SPSA) goals. The Charter Advisory Council will review, approve the SPSA, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. The YCCA Advisory Council (AC) will make recommendations to the County Superintendent on design and other pertinent requirements of the operations of the school. The AC will consist of the Head Teacher/Administrator, Deputy Superintendent, Director of CTE, Director of Alternative Education, 2 students, 2 teachers, 1 other staff, and 2 community members who will be representative of all YCCA

sites/locations. Other collaborating partners will include; Probation, law enforcement, Workforce Development Board, Marquez Design, Generation 360, business partners and other dedicated partners.

The Charter Advisory Council will meet quarterly and provide input to the Yolo County Superintendent of Schools on general school issues, policies, and other charter school interests and activities.

School Site Council

[Describe]

The School Site Council will be an advisory group to the Head Teacher/Administrator. As required by California Education Code 52852, the School Site Council will be constituted to ensure parity between (A) the head teacher/administrator, classroom teachers, and other school personnel; and (B) an equal number of students or parents of minors, or other community members selected by parents, and pupils. The School Site Council may make recommendations about issues related to YCCA and participate in reviewing parental and community concerns and opportunities. The Head Teacher/Administrator will be responsible for communicating all School Site Council recommendations to the Yolo County Superintendent of Schools.

Student Engagement

[Describe]

Parent and community involvement in the operation of the school will be an integral factor in ensuring that YCCA addresses the needs, concerns and expectations of the families and communities of our students.

English Learner Advisory Committee

In the event that YCCA enrolls more than 20 English learner students, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will consist of parents, staff, and community members designated to advise YCCA on its English Learner program consistent with California Education Code Sections 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

Teacher/Student Agreements

[Describe]

YCCA shall develop a student teacher agreement (Teacher/Student handbook, Independent Study Master Agreement, and attendance compact) to be approved by the County Superintendent of Schools and presented at the time of the intake interview. At a minimum, the Teacher/Student Contract shall:

- Require students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school;
- Require students to complete all class work and homework the teacher assigns;
- Require teachers to correct and return student assignments with useful comments in a timely manner;
- Require all students to follow the Student Conduct Code and all rules of the program in which they are co-participating;
- Require students and teachers to attend all student-teacher conferences as scheduled by the teacher and/or student; and
- Require students and teachers to follow all rules and procedures as approved by the Yolo County Office of Education.

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Role of the Chartering Authority

As the chartering authority, the Yolo County Board of Education will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The Yolo County Board of Education will be responsible for reviewing and taking action on charter petition renewal and revision requests, and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Legal Organization of the School

YCCA will operate as a dependent public charter school of the Yolo County Office of Education (YCOE). YCCA will maintain an agreement with YCOE for providing business and administrative services. The County Office will provide personnel, accounting, and payroll services to YCCA.

ELEMENT E: Qualifications to be Met by Individuals to be Employed

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

[Description of staff to be hired]

Certified Salaries	2018-19	2019-20	2020-21
Number of FTE – Academic Instructor	1		
Number of PTE – CTE Instructors	4		

Classified Salaries	2018-19	2019-20	2020-21
Number of PTE – Administrative Assistant	1		
Number of PTE - Administrator	1		

In accordance with Education Code 47605(d) (1), YCCA shall be nonsectarian in its employment practices and all other operations. YCCA shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All YCCA teachers must meet the requirements of state and federal law. Possession of an appropriate California Teaching Credential, Multiple or Single Subject; Must have EL Authorization. Must have possession of a valid Class C California Driver’s License; insured by a valid liability carrier. All teachers must be Every Student Succeeds Act (ESSA) compliant in core areas (English, Math, Science, Social Science) or willing to obtain appropriate certification. As YCCA will be a charter under the authority of the Yolo County Board of Education, teachers will abide by the same requirements as all teachers employed by the Yolo County Office of Education (YCOE). English Learners will be served by credentialed teachers holding a Crosscultural, Language, and Academic Development (CLAD) credential or the equivalent. Classroom or parent volunteers, speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors or be hired as YCOE employees. Agencies and organizations may provide services to YCCA through contracts. All YCCA staff will be evaluated with the appropriate YCOE evaluation forms and process for their classification (i.e. Certificated Management, Certificated Teacher, and Classified evaluation).

Procedures for Background Checks

Employees and contractors of YCCA will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. 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 Head Teacher/Administrator shall monitor compliance with this policy and report to the County Superintendent of Schools on a regular basis. As the employer, the County Superintendent of Schools will monitor the fingerprinting and background clearance of the Head Teacher/Administrator. Volunteers who will volunteer outside 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.

The following are the legal requirements before the first day of employment at YCCA:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Head Teacher/Administrator in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential
- Cover letter
- Resume
- Complete W-4 and DE-4 Income Tax forms
- Proof of Tuberculosis clearance

The following types of positions will be employed at YCCA:

Head Teacher/Administrator

The Head Teacher/Administrator will be responsible for planning, organizing, leading, and directing the educational operations, activities, and services of the YCCA at all sites. The Head Teacher/Administrator will be supervised by the Deputy Superintendent of Student Services and receive guidance and oversight from the Director of Alternative Education and the Director of Career Technical Education. The Head Teacher/Administrator will be responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership. These responsibilities include maintaining budgetary oversight; complying with local, state and federal regulations; supervising assigned staff; establishing appropriate relationships with the community and other agencies; and ensuring an effective program of student education.

CTE Teacher

The Career Technical Education teacher will perform the primary role of a leader of learning in the assigned position. The CTE courses are designed to develop the knowledge and skills of various occupations and their presentation to outside audiences as used in an employment setting. The CTE Teacher will provide group and individual instruction utilizing the most effective teaching strategies, activities, aides and equipment.

Academic Teacher

YCCA Teachers will be responsible for providing general education (core academic subjects) and special education instructional services for students (special education and regular education) ages 17 and older who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. They ensure compliance with special education regulations, court orders, etc., and processing new students in accordance with requirements. These positions may provide lead support to instructional aides and are under the general supervision of the Head Teacher/Administrator for day-to-day operations and program implementation and a special education administrator for guidance regarding IDEA regulations/ compliance. Internships and project- based learning will be featured components.

Counselor

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The counselor will provide all aspects of counseling and guidance services to students, including supplemental academic intervention services to support underachieving students. The counselor will also provide information to students, parents of minors, teachers, and administrators in order to promote a comprehensive decision-making process for the achievement of student educational objectives.

Instructional Aide

Instructional Aides will assist classroom teachers in the instruction, supervision, and training of individual or groups of students and perform a variety of related duties in the maintenance of an effective learning environment for students.

Administrative Secretary

The Administrative Secretary will perform a wide variety of clerical and office functions. Under general supervision, employees in this classification perform a variety of responsible secretarial and administrative support duties in support of an administrator and provide general information and assistance to faculty, staff, parents, and the general public.

See Appendix X for job descriptions.

ELEMENT F: Health and Safety Procedures

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

The Yolo County Career Academy (YCCA), as a dependent charter, will adhere to the adopted health, safety, and risk management policies of the Yolo County Office of Education (YCOE). This plan is currently under development and its structural frame will be based upon the existing YCOE Alternative Education Department's Comprehensive School Safety Plan for Community Schools. These policies are incorporated as appropriate into YCCA's student, family, and staff handbooks and will be reviewed on an ongoing basis by the staff and administration. These policies will be developed in consultation with insurance carriers and at a minimum will address the following:

Seismic Safety

YCCA assures that school buildings will meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

Natural Disaster Emergency Preparedness

YCCA sites will use the Yolo County Office of Education Emergency Plan handbook to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

Immunizations

All students who are 17 years of age will be required to provide records documenting immunizations as required pursuant California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

Drug Free/Alcohol Free/Smoke Free Environment

YCCA will function as a drug, alcohol, and tobacco free workplace.

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 YCOE. Emergency Epinephrine

Auto-Injectors

YCCA will adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Facility Safety

YCCA 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 California Building Standards Code. YCCA will agree 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. YCCA will conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

YCCA will be committed to providing a school that will be 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. YCCA will have a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be very serious and will be addressed in accordance with the YCOE's sexual harassment policy.

Health Care and Emergencies

YCCA will recognize the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school- sponsored activities. To facilitate immediate contact with parents/guardians or other emergency contacts as appropriate when an accident or illness occurs, YCCA will require current contact information for all students.

See Appendix X for Comprehensive School Safety Plan.

ELEMENT G: Means to Achieve a Reflective Racial and Ethnic Balance

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

YCCA will be committed to serving a diverse student population. The charter school target ethnic balance will be determined by the data below which delineates the cohort demographics for the dropout population in Yolo County.

[Hanover to insert table on dropout demographics]

YCCA will recognize, that due to its unique partnerships, the county-wide geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, its opportunities to affect the composition of its student body are limited. YCCA will implement a student recruitment strategy that includes, but will not be necessarily limited to:

- An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising will be formatted in Spanish and English.

The distribution of promotional and informational materials to a broad variety of community groups represented in the district.

- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- Promotion of an online presence on the <http://www.santracruzcoe.org> website and social media platforms (Facebook, Twitter, etc.)
- YCCA will strive to reflect a balanced representation of the student population in the communities in which it operates.

ELEMENT H: Admissions Requirements

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

The County Superintendent of Schools shall determine all processes and procedures governing application, admission, and enrollment at the Yolo County Career Academy (YCCA). All students attending YCCA must follow the application, admission, and enrollment procedures. The application packet for admission to YCCA shall include information that allows students to be informed about the schools operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of YCCA. The application packet shall include:

- YCCA’s Mission Statement and a summary of the school’s education philosophy.
- A brief description of what charter schools are and how they differ from regular public schools.
- A YCCA Individualized Learning Plan (ILP) to establish needed credits and guide student academic goals.
- A description of YCCA’s education program including a school calendar; curriculum; enrichment and extracurricular programs, attendance expectations; grading, testing, and evaluation procedures; and graduation standards (exit outcomes).
- Emergency information contact form.

Student Admissions Criteria, Preferences and Priorities

Assessments shall not be administered prior to acceptance or enrollment. All students will be considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability or any other characteristic.

Conditions of Enrollment

To enroll in YCCA, each student shall first:

- Submit an application
- Attend an orientation and/or meeting with the site administrator and guardian if applicable
- Complete Free/Reduced lunch form if applicable
- Complete enrollment forms including emergency information cards and behavior contracts
- Provide records documenting immunizations as required by public schools
- Provide a full roster of prior schools the student attended allowing YCCA to access student's school records and test results

ELEMENT I: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I). An annual independent financial audit of the books and records of the Yolo County Career Academy will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m).*

The books and records of YCCA will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Yolo County Superintendent of Schools will annually approve the selection of an independent auditor. The YCCA Head Teacher/Administrator will assist in the facilitation of the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approval by the State Controller on its published list as an educational audit provider. The annual audit of the YCCA Financial data shall be incorporated into the Yolo County Office of Education's Audit.

The Charter will work with the County Office staff to ensure timely and accurate information will be shared with the auditors to ensure the report will be timely and complete. YCCA will fully comply with Education Code and County Office policy and procedures to ensure there are no findings in the audit. The YCCA-audited data shall be submitted to the State Controller and to the State Superintendent of Public Instruction by the 15th of December of each year. The Head Teacher/Administrator, along with the audit committee, will review any audit exceptions or deficiencies and report to the Superintendent with recommendations on how to resolve them.

The Superintendent will submit a report to the State and or the County Board of Education as appropriate describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Board along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law. The independent financial audit of YCCA will be public record to be provided to the public upon request. In addition, pursuant to Ed Code Section 47604.3, YCCA will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records.

ELEMENT J: Pupil Suspension and Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This section should include a section for Suspension Procedures including conference, notice to parents/guardians and the expulsion process including hearing as well as provisions for suspension of students with disabilities. Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

YCCA will develop and maintain a comprehensive set of student discipline policies aligned with the Yolo County Office of Education (YCOE) Board Policy 5114. These policies will clearly describe the YCCA's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each YCCA student or parent/guardian of minor students will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

YCCA's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. YCCA will notify the Yolo County Office of Education of any expulsions and will include suspension and expulsion data in its annual performance report.

Prior to suspension or expulsion, appropriate disciplinary steps will be taken. These steps may include, but will not be limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent studies while under suspension. Students, and in applicable cases, parents or guardians, will be informed of the reasons for any disciplinary action in writing and of their due process rights and appeal procedures.

In accordance with California Education Code 48900, a YCCA student may be suspended from school or recommended for expulsion if the YCCA Head Teacher/Administrator or the County Superintendent of Schools determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which will be concurred by the Head Teacher/Administrator or the designee of the administrator.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.

YCCA acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It will be YCCA's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Suspension and Expulsion / Due Process: Students with Disabilities

Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Head Teacher/Administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Head Teacher/Administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Head Teacher/Administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other

appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

See Appendix X for Uniform Complaint Procedure and Board Policies.

ELEMENT K: Staff Retirement System

Governing Law: *The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

YCCA classified and certificated staff will reflect the contractually agreed upon salary and benefits schedules accorded to all other YCOE staff members. The financial compensation for school employees will include a base salary that will be competitive with like jobs in other local public secondary schools.

Staff members of YCCA will be employees of the YCOE. As such, they will be covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the Superintendent. All employer contributions required by STRS, PERS, and Social Security, as applicable, will continue to be made by the Superintendent. The Superintendent also will continue to make contributions for workers' compensation insurance, unemployment insurance and any other employer payroll obligations. All established YCOE policies and procedures for ensuring employee's due process rights, resolving complaints or grievances, and for staff recruitment, selection, evaluation, and termination will be followed. YCOE Human Resources will be responsible for ensuring that all appropriate arrangements for the above actions are carried out.

ELEMENT L: Attendance Alternatives

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

No pupil shall be required to attend Yolo County Career Academy. Students who opt not to attend YCCA may attend other district schools or adult schools, as allowed.

ELEMENT M: Description of Employee Rights

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

No public school employee shall be required to work at Yolo County Career Academy (YCCA). Any employee of the Yolo County Office of Education (YCOE) who chooses to leave their existing position at YCOE to work at YCCA shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate YCOE certificated or classified salary schedule for their position. Employees shall be informed of their rights through the provision of the YCOE Staff Handbook to all new hires. The YCOE payroll department will be responsible for the payment of social security and applicable taxes for YCCA employees.

Employees of a local educational agency who resign from employment to work at YCCA and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. The YCCA shall not have any authority to confer any rights of return on a local educational agency's employees.

See Appendix X for Bargaining Unit Agreements.

ELEMENT N: Dispute Resolution Process

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

The YCCA and the Yolo County Office of Education will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Dispute Resolution

The intent of this dispute resolution process will be to (1) ensure a fair and timely resolution to disputes, (2) minimize the oversight burden on the Yolo County Board of Education, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. YCCA and the Yolo County Board of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

If a dispute arises between the Yolo County Board of Education, as granting entity, and YCCA relating to provisions of this Charter, the following procedures will be followed: The President of the Yolo County Board of Education and the YCCA, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the Yolo County Board of Education to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

Internal Dispute

Issues between students, teachers, parents/caregivers, applicant families, volunteers, advisors, workforce partners, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The Head Teacher/Administrator will be responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Yolo County Deputy Superintendent or designee will be the appellate body.

Except for those matters to which the Parties mutually agree pursuant to Education Code Section 47611.5, any dispute related to the provisions of YCCA shall be resolved as follows:

Uniform Complaints

Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid program, career technical and technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures utilized by the Yolo County Office of Education

For disputes involving employees, the Head Teacher/Administrator of YCCA and the Yolo County Deputy Superintendent shall meet with the YCCA employee representative to discuss any issue or disagreement related to one or more YCCA employees. After a full discussion of any such issue, the Deputy Superintendent or his/her designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue. Yolo County Office of Education (5 CCR Section 4600)

Employee Issues

Oversight, Reporting, and Revocation

The YCOE may inspect or observe any part of the school at any time. The inspection, observation, monitoring, and oversight activities shall be performed by YCOE. If the Yolo County Board of Education believes it has cause to revoke this charter, the Board agrees to notify YCCA writing, noting the specific reasons for which the charter may be revoked, and grant YCCA reasonable time to respond to the notice and take appropriate corrective action.

Other Issues

In all other matters, any disagreement not resolved by the Head Teacher/Administrator and the YCOE Superintendent, may be appealed to the Yolo County Superintendent of Schools or designee through a formal written statement. After a full discussion of any such issues with the complaining party and the Deputy Superintendent, the County Superintendent or designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

See Appendix X for Board Policies and Uniform Complaint Procedures.

ELEMENT O: Labor Relations

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

Yolo County Career Academy (YCCA) will be a dependent charter school of the Yolo County Office of Education (YCOE). As such, all employees will be considered the exclusive employees of the YCOE for the purposes of the Education Employment Relations Act (EERA), unless otherwise mutually agreed in writing. Applicable leave balances shall be transferred with the employee as per YCOE policy. Years of service credit will be approved by the Superintendent and will follow applicable YCOE collective bargaining unit agreements. Employment by YCCA will provide rights to employees as outlined in the applicable collective bargaining agreement. YCCA shall comply with the EERA.

ELEMENT P: Closure of Charter School

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

Documentation of Closure Action

The decision to close the Yolo County Career Academy (YCCA), for any reason, will be documented by an official action of the Yolo County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent of Schools or his designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If feasible to do so, while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year. YCCA will provide advance notice to the Yolo County Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for Board action of school closure of at least nine months prior to any action, unless unfeasible to do so.

Notification to the California Department of Education, SELPA, and State Board of Education

YCCA will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code;
- Date of closure action;
- The name(s) and contact person(s) for information regarding closure;
- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Notification to Parents and Students

Students attending YCCA will be notified as soon as possible when it appears school closure may be imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records. Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student. YCCA will communicate with parents of adult students only under written permission of the student.

Notification to Receiving Districts

YCCA will notify any school district that may be responsible for providing education services to former students so the receiving district(s) will be prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer

YCCA will have a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. YCCA will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

YCCA will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of YCCA.

In addition to a final audit, YCCA will submit any required year-end financial reports to the California Department of Education, the Yolo County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, YCCA administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education. Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to YCOE.

FINANCIAL DETAILS

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Budget and Financial Reporting

The Yolo County Career Academy (YCCA) will implement a fiscally sound operational model, based on the following documents included in Appendix X:

1. Budget assumptions
2. Projected first-year budget
3. Financial projections for first three years of operation

These documents are based upon the best data available to the YCCA petitioners at this time, including the most recent financial projections under the Local Control Funding Formula.

[Insert student enrollment table]

The budget takes into the following costs for 2018-19:

[Insert salary/benefit table]

Additional Expenditures for 2018-19 also include the following items:

[Insert itemized budget table]

The student enrollment projections will result in revenues of \$XXX and expenditures of \$XXX. This will result in a budget surplus of \$XXX. In the second year, we anticipate \$XXX in funding, \$XXX in expenditures, leaving a surplus of \$XXX. In its third year, YCCA projects to receive \$XXX in funding and expend \$XXX, leaving a surplus of \$XXX.

Fund Balance	2018-19	2019-20	2020-21
Net Increase (Decrease) in Fund Balance	\$	\$	\$

These funding projections are based almost solely on funding from ADA (at a conservative calculation of X% of enrollment). The charter will also pursue funding from other sources, such as [describe].

See Appendix X for Budget Assumptions, Multi-Year Projection, and Cash-Flow Analysis.

YCCA shall provide reports to the Yolo County Office of Education (YCOE) as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the YCOE:

- 1) By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

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- 2) By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.3.
- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of YCCA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the YCOE, State Controller, State Department of Education and the Yolo County Superintendent of Schools.
- 4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to the YCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

YCCA will provide reporting to the YCOE as required by law and as requested by the YCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

YCCA agrees to and submits to the right of the YCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, YCCA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the YCOE.

Oversight

Pursuant to California law, the YCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the YCOE may charge for the actual costs of supervisorial oversight of YCCA not to exceed one (1) percent of the revenue of YCCA. The YCOE may charge up to three (3) percent of the revenue of YCCA if YCCA is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of YCCA" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

[Stopped at p. 97 of Yolo petition – "Audit and Inspection of Records"]

CONCLUSION