



**CAPITOL
COLLEGIATE**
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CAPITOL COLLEGIATE ACADEMY

**Renewal Petition Respectfully Submitted to the
Sacramento City Unified School District**

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For the term July 1, 2016 through June 30, 2021

COMPETE - ACHIEVE - LEAD

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AFFIRMATIONS/ ASSURANCES

Capitol Collegiate Academy (the “Charter School” or “CCA”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

1. CCA 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 47065(c)(1)]
2. CCA shall be deemed the exclusive public school employer of the employees of CCA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. CCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. CCA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. CCA shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. CCA 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)]
7. CCA 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.
8. CCA shall meet all requirements for employment set forth in application provisions of law, including, but not limited to credentials, as necessary. [Ref. Title

5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. CCA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
10. CCA shall at all times maintain all necessary and appropriate insurance coverage.
11. CCA shall, for each fiscal year, offer at minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves CCA without graduating or completing the school year for any reason, CCA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
13. CCA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
14. CCA shall on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Sections 47605(c)]
15. CCA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
16. CCA shall comply with all laws establishing the minimum and maximum age for public schools enrollment. [Ref. Education Code Section 47612(b), 47610]
17. CCA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
18. CCA shall comply with the Public Records Act.
19. CCA shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. CCA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

EXECUTIVE SUMMARY

MISSION AND VISION

Capitol Collegiate Academy prepares students in grades kindergarten through eight to compete, achieve, and lead in high school, in college and in life.

Capitol Collegiate Academy is a free public charter school founded on the firm belief that all students, regardless of race or socio-economic status, are entitled to a high quality education. We believe that a no-excuses culture is the foundation for success and that with discipline, structure, academic rigor, humility, and unyielding optimism, we will ensure that students have the early foundation necessary to go on and excel in high school, in college, and in their careers.

NEED

In California, prison capacity and planning is based on third grade test scores. Similarly, male students who cannot read on grade level by fourth grade are over one hundred times more likely to go to jail than to go to college. In Sacramento, if only half of the high school drop outs in 2008 had graduated, the city would save over \$10 million per year in taxes paid and public dollars saved. Currently, performance on the California Standards Test remains relatively low in the South Sacramento community. Many schools in this area earned a statewide rank between 1 and 2 out of a possible 10. Further, the majority of students tested in South Sacramento last year were not on grade level, with fewer than 35% of students proficient in reading on average. The South Sacramento community is in need of public school options focused solely on establishing a powerful foundation in the early elementary years, and with the supports and structures designed to meet the clear academic needs of students growing up in these communities. Collaborating with schools to share best practices, working with community partners and parents to support student achievement, and allocating all of our available resources towards our mission will ensure that for our students in South Sacramento, zip code does not determine destiny.

CAPACITY

Capitol Collegiate Academy is founded, developed, governed, and operated by highly-qualified, committed, and mission-aligned education, business, and community leaders. The Founding Group shares a clear and explicit belief that all students, regardless of socio-economic background, should have access to a high quality education and that these students are able to achieve at the same level as their more affluent peers. We believe that college preparation begins in kindergarten and that students should be educated with this end goal in mind. Prominent petitioners for Building Healthy Communities, a collaborative of community organizations in South Sacramento, have expressed the need for and support of our efforts. Using the expertise of this group as well as other community partners, we have assembled a team of legal, business, school, policy, and community leaders, each bringing a component of his or her expertise that will drive the work and success of the Charter School. The Lead Founder of Capitol

Collegiate Academy is an urban school leader and educator with a successful background in education and business. It is through the collective work of this strong founding team that Capitol Collegiate Academy will provide a rigorous elementary education and create college-bound students in some of South Sacramento's most at-risk communities.

CORE BELIEFS

A challenging curriculum and cohesive culture are the foundational stones on which Capitol Collegiate Academy is built. We create a small, safe, and structured learning environment that challenges students to perform at their personal bests. Charter School culture drives the focus of all classrooms, while at the same time addressing the individual needs of each student. Teachers create planning documents that reflect the deliberate consideration of how students learn and what will propel them forward in achievement. Teachers are given the structure, support, and resources needed to collaborate with each other, challenge students in the classroom, and construct exceptional lesson plans and standards-driven curriculum. For those students unable to master academic content during class, daily tutoring and homework support is provided.

CORE VALUES

Capitol Collegiate Academy is characterized by academics and culture. We strive to build a strong community within the Charter School and work to actively engage our students in their learning. As a result, we operate with six core values for members of our school community – humility, effort, respect, optimism, integrity, courage.

HUMILITY

1. We are proud of our accomplishments without boast or brag.
2. We can be happy for others and ourselves at the same time.
3. We recognize both our strengths and our weaknesses.

EXCELLENCE

1. We do our best work every day.
2. We never give up.
3. There is no such thing as “good enough.”

RESPECT

1. We treat each person as valuable and worthy.
2. We accept each person for who they are.
3. We show our respect at all times for people, property, and ideas.

OPTIMISM

1. We are confident in our achievement and abilities.
2. We assume the best in others.
3. We expect a successful outcome.

INTEGRITY

1. We align our actions with our beliefs.
2. We do the right thing because it is the right thing to do.
3. We are honest.

COURAGE

1. We know there is no obstacle too large to overcome.
2. We confront our fears with a positive attitude.
3. We maintain mental and moral resolve to always move forward.

LEGISLATIVE INTENT FOR CHARTER SCHOOLS

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

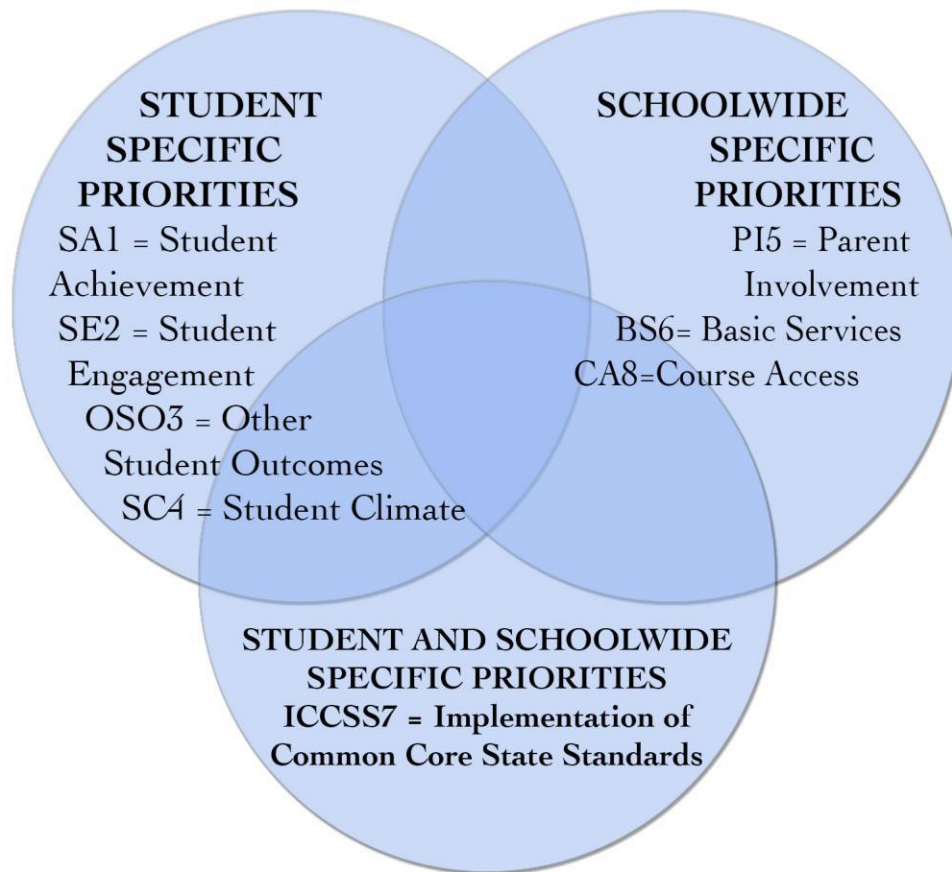
- (a) Improve pupil learning
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experience for pupils who are identified as academically low-achieving
- (c) Encourage the use of different and innovative teaching methods
- (d) Create new professional opportunities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

Education Code Section 47605(b)(5)(B), requires each charter school to have a “charter” that provides reasonably comprehensive descriptions of at least the sixteen (16) required elements. The following provisions of this charter coincide with the requirements of Education Code Section 47605.

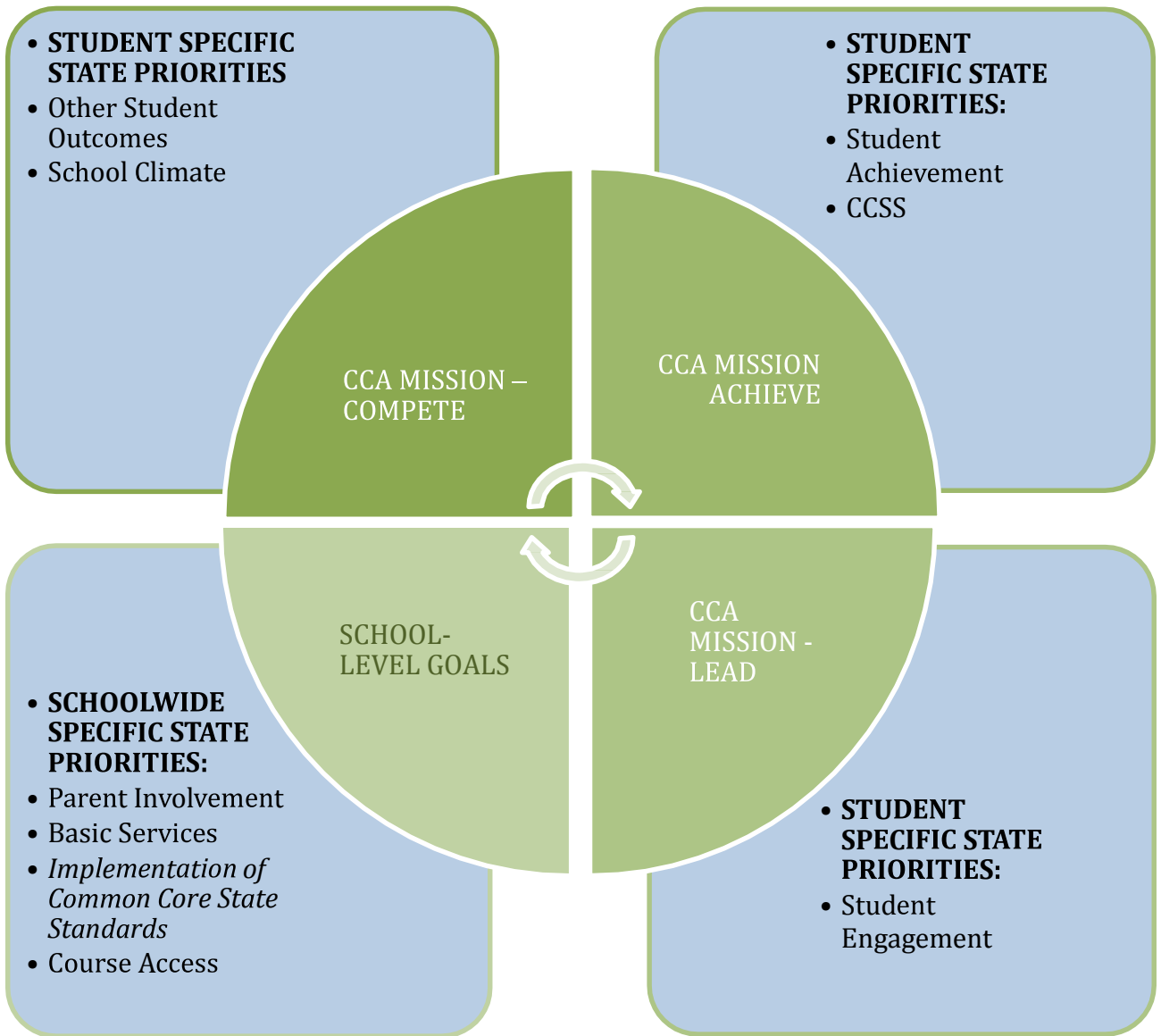
EIGHT STATE PRIORITIES

California has identified eight state priorities for schools, school districts, and county offices of education. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. CCA embraces these key components for success and for the purpose of discussion, has categorized the state priorities in two ways:

- 1) Student Specific Priorities – Focus on student action and performance
- 2) School-wide Specific Priorities – Focus on school-wide decision and priorities



Capitol Collegiate Academy has embraced and embodied the elements of the eight state priorities and has therefore provided a high quality and college preparatory education for all of its students. CCA's mission is aligned with California's priorities for effective schools, which will continue to be the driving force for continuous improvement in teaching and learning.



CHARTER RENEWAL CRITERIA

In the context of charter petition review, Capitol Collegiate Academy operates under the premise that Sacramento Unified School District:

1. Supports the value and uniqueness of CCA's programmatic choices and pedagogical design;
2. Understands the reason why some achievement measurements are not applicable given the grade span within the first charter term and;
3. Recognizes CCA's contributions in fulfilling SCUSD's goal of educating the whole child by "providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system."

CCA has completed its annual financial analysis and projections showing the Charter School's capacity to support the operation of a K-8 educational program on a financially sound foundation.

Evident of the early achievements in its first four years of existence, CCA has contributed to the legislative goals delineated above, and if given the opportunity, will proceed in advancing the esprit de corps of the Charter School Act of 1992. In accordance with the Charter School Act of 1992, CCA hereby respectfully petitions Sacramento City Unified School District to renew the CCA charter for a five (5) -year period, from July 1, 2016 to June 30, 2021. By granting this renewal, the District, in collaboration with the CCA, will meet the intent of the Charter School Act of 1992.

Capitol Collegiate Academy respectfully submits this charter renewal to the Sacramento City Unified School District Board of Education.

ELEMENT 1 - 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).

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).

STATEMENT OF PURPOSE

Mission and Vision

Capitol Collegiate Academy prepares students in kindergarten through grade eight to compete, achieve, and lead in college and in life.

Capitol Collegiate Academy is a free public charter school founded on the firm belief that all students, regardless of race or socio-economic status, are entitled to a high quality education. We believe that a no-excuses culture is the foundation for success and that with discipline, structure, academic rigor, humility, and unyielding optimism, we will ensure that students have the early foundation necessary to go on and excel in high school, in college, and in their careers.

STATEMENT OF CONTEXT

Overview

Since the publication of *A Nation At Risk*, the United States has become increasingly aware of the low performance of many American public schools as well as the lack of resources effectively used in these schools. American students are not universally prepared to participate in the economy and are not adequately aware of the high stakes of an excellent education.¹ As a result, policymakers, researchers, and school districts have invested a great deal of resources into finding

¹ U.S. Department of Education. (2003). “High schools with high expectations for all.” Issue Papers: The High School Leadership Summit.

solutions to the performance challenge. The various conclusions of these groups suggest that by prioritizing student achievement, creating a coherent, standards-based curriculum, using data to improve instruction, and ensuring the availability of resources, low-performing schools will be able to improve student performance.²

In California, this need is especially high. Based on the proficiency levels on the National Assessment of Educational Progress (“NAEP”) for students in public schools, California ranked 45th in fourth grade math and 40th in eighth grade math. California also ranked 47th in fourth grade reading and 45th in eighth grade reading.³ As a state, we are in the dangerous position of under-serving our students and preventing them from being competitive in college admissions and seeking out employment opportunities, upon which individual student’s futures and our civic and community life depend.

Sacramento is facing similar challenges in building student proficiency. Less than two-thirds of our students are proficient in Reading and Math and significantly less than half of our low-income students are scoring at the proficient level. It is our responsibility to ensure that all of our students have access to an excellent education and to extensive opportunities for growth and success. Capitol Collegiate Academy will address one component of this need. Superintendent Raymond concurs with this position, stating, “Competition is good. If charter schools are doing a better job, well then, we should be learning from them.”⁴ In turn, Capitol Collegiate Academy is committed to the belief that sharing best practices and successful strategies is a key way in which all schools will progress and we are committed to operating on this path of mutual dissemination. Capitol Collegiate Academy has successfully fulfilled this commitment through its participation in the Gates Compact, accepted invitations for SCUSD staff to attend CCA professional development sessions, and the use of CCA as a touring spot for SCUSD potential district fellowship candidates.

In today’s changing economy, college has become the most direct path for students seeking success. We believe that this path to college starts in kindergarten. All students need and have a right to schools that push, inspire, and motivate them to excel in college and beyond. The founders of Capitol Collegiate Academy have launched a school such as this. We prepare our students for success in high school, in college, and in their careers.

² Shannon, G.S., & Bylsma, P. (2006). “Characteristics of improved school districts.” *The Center for Comprehensive School Reform and Improvement*. Williams, T. (2006). “Similar students, different results: why do some schools do better?” *EdSource*.

³ U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. (NAEP), 2007 Mathematics and Reading Assessments. See Internet site <<http://nces.ed.gov/nationsreportcard/>> (accessed 15 March 2008).

⁴ <http://www.capradio.org/articles/articledetail.aspx?articleid=6966>.

Why A College Preparatory Elementary Charter School

Capitol Collegiate Academy will serve students in kindergarten through grade eight from all neighborhoods in Sacramento City Unified School District, with a focus on the South Sacramento community. Our school recognizes the immediate and significant challenges, as well as the consequences faced by urban middle and high schools. However, research indicates that intervention in the earliest years is the most powerful way to increase student performance and close the achievement gap. As students progress through the education system, these gaps only widen and become increasingly insurmountable in the later grades. In this respect, a student who falls behind in first grade will only fall further behind as the student progresses through school. For example, the vocabulary of a first grade student is a key predictor for reading comprehension ten years later, and if that first grade vocabulary is not developed, the student will be several grade levels behind by the junior year in high school.⁵ We believe that being proactive instead of reactive to this problem is critical in pushing students to their personal bests in education.

Statistics indicate that only 1 in 10 students from low-income communities will graduate from college.⁶ Yet all public schools, especially those serving the most disadvantaged students, must prepare students to compete academically in a world in which college completion is an increasing necessity and not a luxury. Far too often, disadvantaged children do not have clear access to this pathway. Waiting to address the pathway of college until high school for students from disadvantaged backgrounds, when they are multiple grade levels behind and often disengaged from their education, presents a far more difficult challenge to schools.

All students at Capitol Collegiate Academy will know they are college-bound. This college culture will manifest in every component of the Charter School, from the hallways and school cheers, to classroom assignments and parent conferences. In addition:

- All students and parents will know and understand the college preparatory mission of Capitol Collegiate Academy.
- Charter School chants and expressions will reflect college matriculation.
- Rooms will bear the names of colleges and universities.
- Classrooms will adopt the mascots of colleges and universities.
- Students and families will attend trips to colleges and universities.

We believe that college preparation must start on a child's first day of primary education. Further, literacy is the most important component of a child's education leading to college entrance and success. Because students from economically disadvantaged backgrounds enter kindergarten exposed to 30 million fewer words

⁵ Cunningham, A.E., & Stanovich, K. E. "Early reading acquisition and its relation to reading experience and ability 10 years later." *Developmental Psychology*. 1997.

⁶ Mortenson, Tom. "Family Income and Higher Education Opportunity," *Postsecondary Education Opportunity*, 2005.

by the age of 3, it is critical that this work to help students on a strong path towards college readiness begins from their first day of formal education.⁷ Elementary school-aged children should be able to readily identify the link between strong academic outcomes now and later success facilitated with a college education in the future. The concept is clear for more advantaged students, and one we must instill in all students as early as possible. Efforts to address the inequalities between socio-economics should not focus only on high school, but on the long-term path from kindergarten to college.⁸ With a mindset and goal of college, it is our responsibility as a school to ensure that students are prepared to execute on this promise.

Target Student Population - Demographic Overview

Sacramento City Unified School District is a district serving over 45,000 K-12 students in northern Sacramento County.⁹ The District serves an incredibly diverse population of students, and the Capitol Collegiate community is one such area reflective of this diversity.

Capitol Collegiate serves a population that is approximately split between Caucasian (3%), African-American (48%), Hispanic/Latino (36%) Asian (6%), Two or More Races (6, American Indian (1.5%). CCA staff is also diverse, composed of Hispanic/Latino (15%), African-American (19%), Asian (4%), and multi-racial (8%).

It is also an area with crime rates dramatically higher than those of the state and national averages. The majority of students living in the area are doing so below every measurable indicator linked to academic and social success, including household income level, school achievement scores, and education of parents.¹⁰ Like many urban school districts and communities, South Sacramento serves a majority of students from families living within one standard deviation of the poverty line. At CCA, over 90% of students qualify for free and reduced lunch through the national School Lunch Program. Based on area schools, approximately 11% of students have been identified as having special needs and approximately 20% of students are classified as English Learners.

While we do expect a small percentage of students to enter Capitol Collegiate Academy at or above grade level, we have noted, and further anticipate, that over 85% of our incoming students will be one or more years below grade level in English Language Arts and/or mathematics.

⁷ This statistic is derived from the article, "The Early Catastrophe: The 30 Million Word Gap by Age 3," written by Betty Hart and Todd R. Risley, *American Educator*, (Spring 2003).

⁸ Robert Haveman and Timothy Smeeding, "The Role of Higher Education in Social Mobility," *The Future of Children*, Vol. 16(2) Fall 2006.

⁹ Ed-Data Guide. (2009). *EdSource*.

¹⁰ Jean LeTendre, "Title I Schoolwide Program: Improving Schools for All Children," *Journal of Education for Students Placed At Risk*, Vol. 1, 1996, p. 109-111.

South Sacramento has over 89,000 residents with an average population growth of 10% since 2000. Additionally, more than 85% of district students come from families in which neither parent attended college and 33% in which neither parent graduated from high school. This community averages a 10.7% unemployment rate and \$14,000 per capita income, with over half of households making less than \$35,000 per year and over one-quarter of households making less than \$15,000 per year.¹¹ The direct connection between education and economy is clear. For example, a recent study shows that the chances of working in a full-time job increases as a person is further educated, this boost being largest when a person graduates from high school.¹² As more education is attained, poverty rates drop and steady employment rises, thereby providing a strong economic incentive to ensuring that all Sacramento residents receive an excellent public education.

The clear connection between the education of a city's population and its economic prosperity is relevant to Sacramento, as the unemployment rate has disproportionately impacted our low-income communities. As a metropolitan area's education base weakens, there is a corollary decrease in the economic vitality of that area.¹³ Sacramento was included in a study that found if only 50% of the 7,140 students who dropped out of the Class of 2008 had earned a high school diploma, this group would earn \$54 million in additional wages over the course of a year, see 79% pursue further education, and grow local tax revenues by almost \$8 million.¹⁴

We recognize the social barriers that deter many students from being able to access an excellent education, but we reject the idea that this access is impossible. In fact, Capitol Collegiate Academy knows that a quality education is the most important component that enables a student to surmount the limitations of poverty. A report by McKinsey & Company found that lower levels of academic performance created significant consequences for those students in the future: continued poverty, decreased health and quality of life, and a stronger likelihood of incarceration.¹⁵ Students who do earn a bachelors degree, however, will more than double their lifetime earnings when compared to their peers who only earn a high school diploma.¹⁶ In Sacramento, 15.21% of the population holds a bachelors degree.¹⁷ This number is significantly lower in the area of South Sacramento Capitol Collegiate Academy serves. Research shows that financial success in life is directly attributable to college attainment, with college graduates earning over one million dollars more than adults with high school degrees only¹⁸ (please see **Figure 1.1**).

¹¹ <http://www.bestplaces.net/zip-code/Sacramento-California-95838.aspx>.

¹² Swanson, C.B. (2009). "Closing the Graduation Gap: Educational and Economic Conditions in America's Largest Cities." *Editorial Projects in Education Research*.

¹³ Swanson, C.B. (2009). "Closing the Graduation Gap: Educational and Economic Conditions in America's Largest Cities." *Editorial Projects in Education Research*.

¹⁴ <http://www.all4ed.org/files/Sacramento.pdf>.

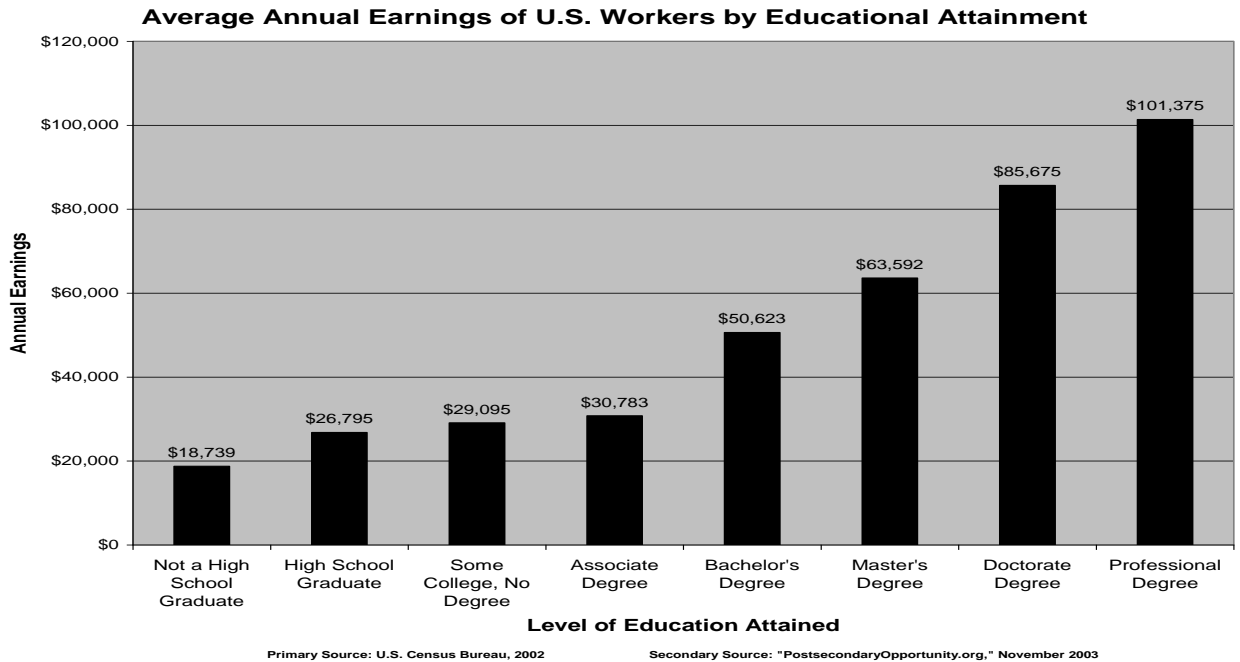
¹⁵ http://www.mckinsey.com/client-service/social-sector/achievement_gap_report.pdf.

¹⁶ "The Role of Higher Education in Social Mobility," *Future of Children* (Vol. 16, No. 2 Fall 2006).

¹⁷ <http://www.bestplaces.net/City/Sacramento-California.aspx#>.

¹⁸ <http://www.postsecondary.com>.

Figure 1.1: Average Annual Earnings by Educational Attainment



The correlation between educational level and economic power reflects the clear importance of college attainment in helping to remove students from poverty. Capitol Collegiate Academy recognizes the importance of college, as well as the need to begin this work early in a student’s academic career. The National Research Council states, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”¹⁹ In South Sacramento, the majority of students are performing below the proficiency level in the third and fourth grades. As a result, a college preparatory K - 8 school can provide students with the foundations they need to pursue a strong academic and professional path. We understand the realities of our student proficiency levels coming into our schools, but do not believe that these scores should constitute an excuse for allowing that underperformance to continue. Instead, we challenge this trend and see the gap as an incredible opportunity to provide students with the college preparation that they need.

In the 2009 report “Closing the Graduation Gap,” the urgency of education attainment is clear. Since 1975, those with bachelor degrees have seen a real income increase of 23%, while those solely with high school diplomas have increased by only 10%. Workers who did not have high school diplomas saw a decrease in their

¹⁹ National Research Council, 1998.

income of over 10%.²⁰ This study also takes a closer look at the nation's 50 largest cities and their graduation rates. In Sacramento, 62.1% of high school students graduate, an increase of only 4.9% over the last ten years, matching the approximate average of the 50 largest cities. This study also ranks Sacramento as 27th out of 41 cities in closing the achievement gap between students of different socio-economic levels.²¹ Further, the ten-year study between 1995 and 2005 shows an almost doubled increase in the graduation trends of suburban students compared to those in urban areas.

ENROLLMENT PLAN

Capitol Collegiate Academy began operation in August 2011 with 60 kindergarten students.²² Each year after that, we enrolled a new class of approximately 65 kindergarten and early kindergarten students.

CCA had originally planned to open with K and 1. Before the opening of school, the founder met with then-Superintendent Jonathan Raymond to discuss facilities. Mr. Raymond and the school leader agreed that CCA would open with just kindergarten, so as to have less impact on the enrollment of neighborhood district schools that year. The district, in turn, agreed that because opening with only kindergarten would put CCA below the 80 student requirement to be provided a facility under Proposition 39, the district would waive that requirement in exchange. The district did not feel that this was a "substantial or material revision to the charter," per the Superintendent and then-Charter Office staff Chiem-seng Yaangh. The best documentation for this is that CCA was provided a facility for Year 1, even though enrollment was less than 80 (56 students). This reflects the agreement between the district and the school.

To remain fiscally conservative, our budget is based on an annual 10% attrition rate for sixth grade students and a 12% attrition rate for seventh and eighth grade students, with K-5 students being replaced. The budget also anticipates our growing enrollment, allocating funding accordingly. With attrition fully factored into the total enrollment, and using a slow growth model that grows one grade per year, Capitol Collegiate Academy will be at maximum capacity in grades kindergarten through grade eight, with 415 students in the 2018-2019 school year. As such, each year we will increase our total staff to ensure that we have a sufficient number of professionals to complete the work required to educate students at an excellent level. We will also monitor our staffing and teacher retention closely in order to have a more clear idea as to what the staffing situation will be leading to each school year. We will make all adjustments necessary to ensure that we retain our staff.

²⁰ Swanson, C.B. (2009). "Closing the Graduation Gap: Educational and Economic Conditions in America's Largest Cities." *Editorial Projects in Education Research*.

²¹ Ibid.

²² We have chosen to open with grades kindergarten and one in our first year of operation to best ensure that we reach or exceed our enrollment targets. It will also increase the financial viability of the school.

A	B	C	D	E	F	G	H
Grade Level	<u>Actual Total Prior Year (P-2)</u>	<u>Projected Total Current Year (P-1)</u>	Projected Total Request Year (15-16)	Projected Total Request Year (16-17)	Projected Total Request Year (17-18)	Projected Total Request Year (18-19)	Projected Total Request Year (19-20)
K	72	72	72	72	72	72	72
1	58	53	53	53	53	53	53
2	46	53	52	52	52	52	52
3		43	50	50	50	50	50
4			42	50	50	50	50
5				41	49	49	49
6					40	49	48
7						40	47
8							40
9							
10							
11							
12							
Total	176	221	269	318	366	415	461

EDUCATION PHILOSOPHY

Overview: What it Means to Be an Educated Person in the 21st Century

Capitol Collegiate Academy will undertake the immense and vital responsibility of developing the knowledge, skills and mindsets necessary for our students to achieve academic, personal, and professional success in the 21st century.

The Massachusetts Institute of Technology faculty defines a well-educated person in the 21st century as having the following characteristics:²³

- strong knowledge of academic content
- problem solving capability
- creativity and the ability to work with multiple ways of representation
- motivation to learn, intellectual independence, and ability to self-educate
- communication skills (oral, written, teamwork, and interpersonal)
- global awareness, vision, a sense of human responsibility and ethics

Capitol Collegiate Academy supports the clear balance of intellectual knowledge, creative and personal ability, and broader understanding of the world around you as the basis for a solid 21st century education. As such, our curriculum supports this balance through the detailed alignment with state and national standards of

²³ MIT Presidential Task Force on Student Life and Learning, 1997. A summary of the discussions can be found at <http://web.mit.edu/committees/sll/JrFacWkshp.html>.

achievement, as well as an engaging enrichment program that provides for continued student development. We begin to develop these competencies in the earliest grades and accelerate them in the upper grades. Collectively, these components will prepare our students for success in high school, in college, and in their personal lives as productive members of society in the 21st century.

In “Measuring Skills for the 21st Century,” Elena Silva, a senior policy analyst with Education Sector, notes that students in today’s economy need more than basic skills in order to be successful:

“It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education – a very different kind of education than most of us have had – are going to be the only security there is. This new reality applies to children in the United States, not just an elite class of students. Nearly every segment of the workforce now requires employees to know how to do more than simple procedures – they look for workers who can recognize what kind of information matters, why it matters, and how it connects and applies to other information.”²⁴

Capitol Collegiate Academy will provide this level of education – one where students are pushed to think beyond the simple answer to a problem, but are asked to understand the reasons why they came to their answer and to defend their ideas while remaining open to others. This level of critical thinking is the hallmark to what an exceptional student of this century will be able to do in any context.

It is the objective of CCA to enable students to become self-motivated, competent, lifelong learners.

The education philosophy of Capitol Collegiate Academy is based on two core ideas: a cohesive culture and a challenging curriculum. Both of these are grounded in the absolute belief that all students, regardless of their backgrounds, have the right to an excellent, college-preparatory education starting in kindergarten.

Cohesive Culture: Creating a Community of Learning

A cohesive culture is critical to the success of Capitol Collegiate Academy. Schools that produce exceptional results from their students attribute a large part of that success to the high expectations they carry for the student community, the enthusiasm and caring they demonstrate for their students, their organizational structures that allow for productivity, and the systems that promote efficiency and focus all attention on the joy of learning.²⁵ In having a strong, supportive, and pervasive culture of achievement and caring, Capitol Collegiate Academy ensures

²⁴ Silva, E. (November 2008). “Measuring Skills for the 21st Century.” *Education Sector Reports*.

²⁵ Based on interviews with the school leader of Excel Academy and Boston Preparatory Charter Schools in Boston, MA – two of the state’s highest performing schools, and both serving a high poverty, urban community.

that we are able to maximize the instructional time that we have with every student attending our school as well as build their self-esteem and self-efficacy. The elements that we have identified as contributing to a cohesive culture include:

- Leadership
- Expectations
- Systems
- Families
- Citizenship

Schools that have a culture of high expectations place importance on educators, taking responsibility for student performance by providing enough time and resources for academic classes, supporting teacher collaboration, implementing engaging instruction, and involving parents.²⁶ We believe that all of these are critically important to our school's success and are exemplified through our culture of achievement.

Culture through Leadership

Leadership in the building sets the tone of the school day. It is critical that leadership be clearly present to students, staff, and visitors, from the moment that the school's doors open to the time at which they close. Leadership manages the daily operations of the Charter School, support teachers in their instruction, and provide staff with direction. School leaders conduct daily classroom observations, lead community assemblies, greet family members by name, and know the name of every child at the school. Capitol Collegiate Academy hires and develops strong and compassionate individuals who have the ability to manage, lead, and inspire the Charter School to continue to work towards its mission. This requires leaders to set policies, develop manuals (see appendices for examples), set everyone up for success within them, enforce them as needed, and promote the best practices that will help students to succeed.²⁷ Leadership is responsible for professionally developing themselves through school visits, conferences, development meetings, and regular conversations regarding the operation and effectiveness of the Charter School. Teacher leaders do the same level of professional development and are critical in leading their weekly grade-level team meetings, developing excellent guiding reading materials, and providing valuable feedback to the Principal at weekly check-ins. Through this, leadership is able to consistently review the mission and vision of the Charter School and make decisions that best support these guiding principles.

²⁶ Perkins-Gough, D. (2006). "Accelerating the learning of low achievers. *Educational Leadership*. "Vol. 63, No. 5.; Brown, K.E. & Medway, F.J. (2007). "School climate and teacher beliefs in a school effectively serving poor South Carolina (USA) African-American students: a case study." *Teaching and Teacher Education: An International Journal of Research and Studies*. Vol. 23, No. 4.

²⁷ Branch, C.H. (2006). *Determined to succeed*. *Principal Leadership*. Vol. 6, No. 5.

Culture through Expectations

This idea of a culture of high expectations is a strong characteristic of high performing schools. These schools base their systems on the academic needs of their students and use the results of their performance measures to determine whether they have been successful. In having high expectations, schools are specifically able to identify and articulate to students and other school stakeholders what it is that they want students to accomplish. Successful schools have a strong sense of vertical alignment where all levels of education from students to teachers to school leadership have consistent, high expectations for student performance and a common understanding of what the outcomes of that performance should be.²⁸

Research focusing on high-performing urban schools has shown that an incredibly high bar for behavior and academic work and clearly communicated expectations directed at producing the best effort and work from students are essential for mastery of academic material.²⁹ Capitol Collegiate Academy sets high standards for behavior and results, in alignment with what will be necessary for our students to become increasingly college-ready. Our expectations both for behavior and for academic mastery will be clearly outlined for students, families, and school staff. We hold ourselves tightly to these expectations, recognizing that it is through these high expectations that we will be able to motivate students to reaching them and provide an environment of thoughtful consideration for their developmental needs.

We recognize the challenges that many students and their families are facing – but we steadfastly reject the idea that these challenges should prevent our students from achieving at the same level as any other student or that we should make exceptions. Too often, it is because students are excused and exempted from school work that they fall behind. We will not subscribe to this policy in any circumstance, as we know that these students are specifically the ones who need as much exposure to strong academics and comprehensive support as possible to prevent them from facing the same challenges throughout the course of their futures. We know education and compassion along with joyful confidence in the promise and capacity of our children are the best ways to ensure a professionally strong future. We will support our students in reaching that future.

Culture through Systems

In order for a school like Capitol Collegiate Academy to operate, there must be clear, effective, and efficient systems in place to promote an environment of order and productivity, that leads to joyful learning in the classroom. We believe that creativity thrives within structure. Building this structure, which promotes a focus on teaching and learning, will be of absolute importance in our ability to deliver on

²⁸ Williams, T. (2006). “Similar students, different results: why do some schools do better?” *EdSource*.

²⁹ See Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000); U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stehpan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

our mission. We will therefore implement the student Code of Conduct and, when establishing a rule or policy, enforce those policies with a balance of warmth and consistency. It is only when maintaining vigilance in protecting the culture of the Charter School that we will be successful. In order for high expectations to carry weight, each level of personnel within the Charter School must be clear on specifically what outcome each student should have and then create structures that support that outcome. This creates clarity within the Charter School system as well as for students. In the same respect, there must be clearly articulated and developed systems at the Charter School as part of its daily operations that sets adults and children up for success. These systems will create the framework within which expectations of students can be highlighted, communicated, and reinforced.

Procedures will be developed for a myriad of situations ranging from how students enter the building, line up for class changes, participate in class, and address other members of the Charter School community. We will have common, school-wide procedures for record-keeping, reporting, and grading as well. It is through this purposeful, deliberate accounting of the needs of our students and the lengths of management required to address those needs effectively that we will operate on a daily basis.

Culture through Families

If both a student's parents and teachers have high expectations for the student's academic performance, then the student generally exceeds expectations.³⁰ Students from low income communities are most responsive to those family members with higher expectations of them.³¹ Capitol Collegiate Academy will work to ensure that parents receive a substantial orientation into the Charter School's culture and expectations of students academically at school and in their studies at home. As a result, our partnership with parents will include: a) welcoming families into the Charter School; b) regular communication about student behavior and ways to become involved in their children's education; and c) developing and fostering relationships of respect, trust, and clarity. In doing so, students will be better supported in their academic pursuits.

Active family involvement and a strong family commitment to the success of students is an essential component to the progress a student can make. While we do not believe that students without this support are unable to achieve, we do recognize the incredible value that a family has in the education of children.³² This is a

³⁰ Benner, A. & R. Mistry. (2007). "Congruence of mother and teacher educational expectations and low-income youth's academic competence." *Journal of Educational Psychology*. Volume 99, No. 1.

³¹ Cheng, S. & Starks, B. (2002). "Racial differences in the effects of significant others on students' educational expectations." *Sociology of Education*. Vol. 75, No. 4.

³² Xitao Fan & Michael Chen, *Parental Involvement and Student's Academic Achievement: A Meta-Analysis*, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, *A New Generation of Evidence: The Family is Crucial to Student Achievement*, The National Committee for Citizens in Education, (1994).

primary reason why we welcome families to attend and participate in school orientations and conferences throughout the course of the year. While families are always encouraged to contact and maintain strong partnerships with the Charter School, Capitol Collegiate Academy will formally accommodate the following opportunities for parents to participate:

- Information sessions about the Charter School for new families
- Home visits to new students' families before the student begins school
- Regular newsletters containing class and school information
- Parent and student handbook
- Three formal parent conferences per year, one after every report card period for quarters one through three
- Issuing three formal report cards as well as regular progress reports to families
- Regular behavior updates and phone calls
- Requiring parents to sign student homework each night and informing parents when homework has not met the expectation
- Hosting regular events in which students, families, and school staff are able to celebrate student achievements

Through each of these opportunities, Capitol Collegiate Academy will work to develop increasingly strong bonds with families to ensure that the success of students is a comprehensive and supported effort.

Culture through Citizenship

Capitol Collegiate Academy believes that citizenship and what it represents is a critical component to a student's own development and participation in the Charter School's culture. Capitol Collegiate Academy also recognizes the importance of incorporating a global perspective in student education. Students will learn about different nations, languages, religions, economies, and governments in an effort to be informed about the world around them and their place in it. Additionally, students will be given strong character and social education as they begin to recognize and apply the principles of sound global citizenship to their own choices.

We also recognize that many of our students will be the first in their families to attend and graduate from college. This makes the road to such an accomplishment even more difficult. We can academically prepare our students with a strong curriculum and personalized academic attention, but those strategies will only develop a student's academic ability. Capitol Collegiate Academy must also develop student commitment to success and a strong internal belief and desire for that success.³³ We will develop this intrinsic motivation through a character-education curriculum delivered during Advisory and in community meeting.

³³ The role of a student's belief in their own ability to succeed based on the strength of their own efforts in overall academic achievement has been closely documented by a variety of studies. See Carol Dweck, *Self Theories: Their Role in Motivation, Personality, and Development*, (2000).

Additionally, students in grades five through eight will have a Life Skills course which meets periodically throughout the year, geared specifically to developing success strategies and mindsets to utilize as they progress in their academic and professional careers. Finally, there will be a myriad of other motivational practices used at the Charter School: treasure chest Fridays for excellent behavior, star reports given to students daily and weekly, student of the week, cafeteria table of the day (the coveted Gold Lunchbox Award), Reader's Club, the Big Jump in Reading award, etc. We want to celebrate the achievements of students, both behaviorally and academically, on a regular basis and in both a public and individual way.

Challenging Curriculum

Schools need to develop and promote both high expectations as well as a developmentally appropriate curriculum that they intend students to master. Our nation and our community have agreed that students should be reading with proficiency by grade three. For students who come to school with literacy gaps, a literacy rich environment allows for academic growth and addresses the developmental appropriateness of learning to read well in the lower grades. This literacy foundation is key to our school's mission. Further, the U.S. Department of Education states that mastery of an intensified curriculum makes students more likely to persist in school and achieve at a higher level.³⁴ Students of all abilities learn more in difficult courses than in low-level courses and are more likely to master difficult material if adequate support is provided at the instructional level.³⁵ We will provide this challenging curriculum through the following components:

- Focus on Literacy
- Accountability for Measurable Results
- More Time to Learn
- High Expectations in Every Classroom
- High Level Instruction

Focus on Literacy

Literacy is the absolute key to accessing an excellent education. It is the foundation from which future knowledge and skill is acquired and on which students can build competency in all other subjects. Students from low-income families hear two-thirds fewer words than students from more affluent backgrounds. This means that by the time these students enter school in kindergarten, the student from the low-income family has been exposed to approximately 30 million fewer words than a

³⁴ U.S. Department of Education. (2003). *High schools with high expectations for all*. Issue Papers: The High School Leadership Summit.

³⁵ Ibid.

more affluent student.³⁶ This gap in the vocabulary of students from low-income backgrounds creates a large achievement gap, even before the start of formal education.

It is because of statistics like these that high-performing schools serving predominantly low-income students have a clear and strong focus on literacy.³⁷ Capitol Collegiate Academy will learn from and utilize these best practices in order to develop the literacy skills of our students. We are geared by the best practices of high performing schools as well as the clear research by respected organizations, such as the National Research Council, who stated, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”³⁸

In order to address the need for a focus on literacy, Capitol Collegiate Academy will devote a significant amount of the school day to different forms of literacy instruction. Some of the practices we will utilize in order to increase literacy skills are outlined in greater detail in our Education Plan and include:

- More than 150 minutes of direct literacy instruction for kindergarten through grade four and more than 120 minutes of literacy in grades five through eight.
- Research-based practices for literacy instruction with a focus on phonics in the early grades and comprehension and critical thinking in the middle-school grades.
- Small group literacy instruction in kindergarten through grade two to provide more personal instruction and a deeper understanding of individual students’ needs.³⁹
- Students read grade-level books independently during the academic year and over the summer break. Independent reading will be assigned as homework each night and a summer book list and corresponding expectation sheet will be provided over the summer. Additionally, a Drop Everything And Read (“D.E.A.R.”) program will be instituted at the Charter School.⁴⁰ D.E.A.R. books will be carried by students at all times and students will be asked to read from these books whenever there is space in the day (for example, when students finish an in-class assignment early or arrive to school before the official day begins). To accommodate this requirement,

³⁶ Betty Hart and Todd R. Risely, “The Early Catastrophe: The 30 Million Word Gap by Age 3,” *American Educator*, (Spring 2003).

³⁷ National Research Council, 1998 (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 12/14/04). In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, *Ibid.*, p. 28).

³⁸ National Research Council, 1998 (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 12/14/04). In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, *Ibid.*, p. 28).

³⁹ Susie Boss, “Tapping the Benefits of Smaller Classes,” *The Northwestern Education Magazine*, (Winter, 2000).

⁴⁰ D.E.A.R. programs have been successfully implemented by the highest performing schools visited through the Building Excellent Schools Fellowship, including Excel Academy in Boston, Roxbury Prep in Boston, K.I.P.P. in Lynn, Leadership Prep in New York City, and many others.

the Charter School will provide for a library, from which students may check-out individual books to read.

We will additionally support students in understanding their reading levels and identifying books specific to both those reading levels as well as their interests. This combination will provide for increased literacy ability as well as a love of reading that we want to instill in every student attending Capitol Collegiate Academy.

Accountability for Measurable Results

Capitol Collegiate Academy believes that in order to be certain that we are preparing students for college and providing a challenging curriculum, we must continuously hold ourselves accountable for student success. As a result, we believe that frequent and continued assessments are required for an informed teaching staff and for stronger, more relevant curriculum. For kindergarten and first grade, we will assess students in phonemic awareness during daily literacy blocks, will provide multiple checks for understanding and progress for students throughout each lesson, and will use standards-aligned daily assignments to determine the extent to which students are mastering material.

For the second through eighth grades, we will assess student mastery of material on midterm and final exams, benchmark exams, unit tests, weekly quizzes, and daily exit slips. Each formal assessment of student learning will be aligned with a specific standard to allow us to better measure student mastery of specific content, review material that has not been mastered, and challenge students with more difficult work when needed. Frequent assessments will additionally inform teachers as to what instructional practices, lessons, questions, and activities best prepare students for grade level material. We will hold ourselves accountable for student learning, maintenance of strong instructional and cultural practices, as well as communication to school stakeholders about our progress.

More Time to Learn

In order to reach the very ambitious goals that we have set for students and staff, Capitol Collegiate Academy realizes the need to have much more time scheduled in the regular school day. As such, the school day through grade four will run from 7:30 AM to 3:30 PM, with morning, midday and afternoon breaks and the school day for grades five through eight will run from 7:30 AM to 4:00 PM, with a similar model for breaks and free time. This extended time also includes an extensive support and tutoring structure for students, to ensure more individualized attention. Please see the **Academic Calendar** and **Daily Schedule** sections located in **Element One** for more information on our extended time schedule.

High Expectations in Every Classroom

Capitol Collegiate Academy will establish a college preparatory curriculum highlighted through an extended day and year model. This curriculum features coursework in Reading, English, Writing, Problem Solving and Procedural Math, Science and Social Sciences/History. This coursework, in addition to enrichment coursework, provides students with a complete, challenging, and college preparatory education delivered in every classroom for every child.

Further, high-performing schools have alignment between the practices and expectations of leadership and staff, and they also have a strong association with the beliefs and expectations that students have for themselves. This type of self-belief is crucial earlier in the academic careers of students. The earlier that students begin to have confidence in their abilities, the better they perform in later stages of their education.⁴¹ Students are in large part driven by the capacity that they perceive themselves to have in school. When they feel confident in their ability to perform well, they do so regardless of their tested or perceived ability. Later, students tend to perform better when they have consistent and recognized successes.⁴² Students are more likely to have those experiences when they are given work they know to be challenging and are additionally given the support to complete that work successfully.⁴³ Capitol Collegiate Academy believes that the intrinsic motivation students can develop through success in a supportive, challenging curriculum will not only ensure academic achievement for students in school, but will help to ensure that students carry that motivation and belief in themselves throughout their academic and professional careers

High Level Instruction

Capitol Collegiate Academy will use both California and National standards as our guides for teaching and supporting a clear, comprehensive, and challenging curriculum. We also realize that curriculum is most effective when expertly delivered to students. In this vein, classroom teachers are shown to have one of the largest impacts on the relationship between expectations and student achievement through classroom instruction, communication, and facilitation of the learning process. Teachers with high expectations are more likely to spend time providing a framework for student learning, engaging students in the expectations and goals set for them, and supporting them throughout the process of the students' individual learning cycles.⁴⁴ In this model, successful teachers in high-performing schools internalize the expectation of the Charter School and individualize it for their

⁴¹ Akey, T.M. (2006). "School context, student attitudes and behavior, and academic achievement." MDRC.

⁴² Gerzon-Kessler, A. (2006). "Every moment counts: principles for boosting the achievement of struggling students." *Educational Horizons*.

⁴³ Darling-Hammond. (2006). "If they'd only do their work." *Educational Leadership*. Vol. 63, No. 5.

⁴⁴ Rubie-Davies, C. (2007). "Classroom interactions: exploring the practices of high-and low- expectation teachers". *British Journal of Educational Psychology*. Vol. 77, No. 2.

students. In doing so, teachers are able to better support students in challenging curriculum and are also more likely to monitor their success. Coupled with these factors are the relationships that teachers create in order to strengthen this process.⁴⁵ When teachers build relationships with their students, which is more likely to happen in higher performing schools, those teachers create a larger stake in the ultimate success of their classes. This investment builds the level of instruction and reinforces the necessity to incorporate higher expectations for their students. Capitol Collegiate Academy believes that the success of its teachers is subsequently the success of the Charter School. We will provide teachers with opportunities for professional development, time to plan and discuss curriculum and student achievement with each other, and feedback to continuously improve their effectiveness. For more detail on Professional Development and teacher schedules, please see **Element 1**.

We will recruit the highest-performing, committed teachers possible for our students. (For more detail on teacher hiring, please see **Element 5**). Once hired, we will provide teachers with the support, development, and materials required to be the most effective they can be in their classrooms. Throughout the hiring process, we will clearly outline and discuss the high expectations for teacher performance at the Charter School, the need for professionalism and commitment, and the unwavering mission-alignment required to be successful. We will work with the goal to compensate teachers accordingly and depending on revenue, starting salaries anywhere between 5% and 10% above district schedules in order to balance for the additional time and commitments required of them throughout the school year.⁴⁶

Teachers will be evaluated and supported to the greatest possible extent by school leadership, and will additionally participate in multiple collaborative practices that are provided for within the Charter School's weekly schedule and annual calendar.

In order to ensure that we recruit, hire, and retain teachers committed to our mission, Capitol Collegiate Academy will engage in a screening, hiring, and reference process. This process will include an initial application, follow-up questions, sample lessons with feedback, and a multi-step, intensive series of interviews. Hired teachers will then receive the support necessary to be able to focus on instruction, planning, and professional development to maintain their effectiveness in the classroom.

⁴⁵ Stipek, D. (2006). "Relationships matter". *Educational Leadership*. Vol. 64, No. 1.

⁴⁶ We have budgeted for the average teacher at Capitol Collegiate to be on Step 5 of the SCUSD salary schedule and entering the year with an MA degree. We have used that scenario with an 8- 10% salary increase over the district schedule as the average for budgeting purposes. We expect that many teachers will fall close to this measure.

Professional Development and Preparation Time

Given the high expectations of teachers, we will structure extensive professional development time and will ensure that teachers receive planning time throughout the day. First, we have provided for weekly professional development each Wednesday. This three-hour block of dedicated weekly time will be focused on issues related to teacher needs, school initiatives, instructional areas of focus, and department-specific professional development. Additionally, teachers will also receive preparation time during the non-professional development days, differentiated by grade level as follows:

- Kindergarten through grade four: four hours and thirty minutes of professional preparation time, including a thirty minute lunch.
- Grades five through eight: three hours of professional preparation time, including a thirty minute lunch.

We have allocated more time for teachers in kindergarten through grade four because of the number of content blocks they need to complete and execute at a very high level. The fifth through eighth grade teachers will be content-based, therefore needing to prepare and execute excellent content for one subject and grade. On average, teachers at Capitol Collegiate Academy will receive anywhere from twelve to fifteen hours of professional development and preparation time during the week. We will also make accommodations and provide coverage for staff to observe excellent teachers both at our school and at others. This professional development time accommodates the often unrecognized time teachers spend grading, planning, and communicating with families that is not part of the regular school day – we give teachers the opportunity to do this important work within the collegial structure of the school day and allow them to protect their time with families in the evenings. Please see **Element 1** for more information on planning and instructional practices.

Slow Growth Model

Building on the K-8 model and college preparatory structure for young students, Capitol Collegiate Academy proposes a third innovative strategy—the slow growth model. The slow growth model allows us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement.⁴⁷ Formalizing and growing one grade level at a time allows us to address the specific needs of our students and families. We will add one grade level each year, until the Charter School reaches full enrollment in grade eight. In year four (2014-15), we will serve grades kindergarten through grade three; should our application for charter renewal be granted, we will continue to add grades until

⁴⁷ Several founders of high-performing charter schools believe that adding one grade level each year approach maximizes a new school's ability to "get it right." Successful school models and leaders of high performing charter schools utilize this slow growth model.

year eight of operation when we will serve students in kindergarten through grade eight in 2019-20.

The Joy Factor

A strong school culture is the foundation from which our students will excel. Along with building character through our Core Values of PRIDE (“Prepared, Respectful, Integrity, Diligent, and Engaged”), and a uniformly enforced Code of Conduct, our academic program will be continuously infused with a strong element of joy. We believe that a school design focused sharply on high student achievement and character education can also be fun. The “Joy Factor” at Capitol Collegiate Academy will be seen during Community Meetings, in the classroom, in the hallways, and during transitions. It will tap into the overflowing energy of our students and embrace that energy in school. Elements of the Joy Factor include school chants, claps, cheers, and songs.⁴⁸

Characteristics of High-Performing Urban Charter Schools

A large component of what has shaped the educational philosophy of Capitol Collegiate Academy is informed by the best practices shared by excellent charter schools across the country. We have chosen to replicate many of these same best practices to offer a high-quality college preparatory education to the students of South Sacramento. The ten common characteristics that we have included are found in **Figure 1.2**.⁴⁹

Figure 1.2: Ten Characteristics of High-Performing Urban Charter Schools

Firm belief that all students can learn and achieve at high levels.	Frequent internal assessments with data to drive instruction.
Clear outcome-focused mission, understood by all, and evidenced throughout the Charter School.	Strong discipline code enforced by all.
Leader(s) highly visible ensuring all are focused on mission.	Clear and frequent communications with parents regarding student performance.
Highly structured learning environment and organization.	Strong curriculum focus on skill mastery.
Classroom practices promote continuity (and predictability) from one classroom to another.	Extended school day and school year.

⁴⁸ The “Joy Factor” and the “Joy Factor Bible” are a critical part of the success of Leadership Prep Charter School in Brooklyn, NY. <http://www.uncommonschools.org/lpcs/home/>

⁴⁹ Compiled by Building Excellent Schools.

These ten characteristics reflect a common set of practices that have demonstrated academic achievement in urban schools. These practices allow traditionally academically low achieving students the opportunity to excel in school and perform at the highest of academic levels. It is specifically because of this track record of success that Capitol Collegiate Academy has chosen to adopt these proven instructional practices, structures, and organizations.

HOW LEARNING BEST OCCURS

Overview

Capitol Collegiate Academy focuses on proven strategies that promote academic success for all students. In our research, we have found a variety of best practices that we plan to utilize in our school, which include:

- Mission Alignment
- Small School Environment
- Extended Time on Task
- Standards-Based Lesson Design

Mission Alignment

Our mission promises to prepare students to compete, achieve, and lead in high school and in college. In order to deliver on this ambitious promise, we will make all decisions deeply rooted in this mission. We will work with an unwavering commitment to student success towards this end goal and will value the support of families and the community in this joint effort.

Small School Environment

Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. Among the benefits of smaller schools are:⁵⁰

- Lower dropout rates
- More course completion
- Higher grades and improvements in standardized test scores
- Better attendance
- Less exposure to violence
- Increased student engagement and achievement
- Better communication among the staff
- Increased parent involvement
- Greater accountability

At full enrollment with kindergarten through grade eight, Capitol Collegiate Academy will serve approximately 450 students. This small size and strategic growth plan will allow us to support an environment where individual supports are a vital component of the daily schedule, and where a strong, orderly, academic

⁵⁰ *Small Works: School Size, Poverty and Student Achievement* (Craig B. Howley and Robert Bickel; Rural School and Community Trust; 2000) www.aasa.org/publications/ln/02_00/02_21_00smallschools.htm
New Small Learning Communities: Findings From Recent Literature (Kathleen Cotton; December 2001) www.nwrel.org/scpd/sirs/nslc.pdf.

culture is consistently maintained. We believe this school size will provide the structure necessary for student success at Capitol Collegiate Academy and in their later academic and professional endeavors.

Extended Time on Task

Like many of the highest-performing urban charter schools, Capitol Collegiate Academy will utilize an extended school day. Depending on grade level, students will attend school from 7:30 AM to 3:30 PM (kindergarten through grade four) or 4:00 PM (grades five through eight), except Wednesdays, when the entire school is dismissed at 2:00 PM. Our schedule will minimize transitions and maximize time in the core content areas of literacy, mathematics, science, and social sciences.⁵¹ There will be a Summer Orientation for new students to establish our culture of high expectations and teach the procedures and routines essential for a smooth start to the school year. This will allow the year to begin with strong academic instruction from day one.

Standards-Based Lesson Design

Capitol Collegiate Academy teachers will use the Common Core State Standards as the foundation for what they will teach during the school year. Teachers will spend the majority of their summer professional development following a structured protocol to thoroughly understand the standards, analyze state-approved textbooks and materials, study released California Assessment of Student Performance and Progress (“CAASPP” or “Smarter Balanced”) questions and other sample benchmarks, create units of study and timelines for instruction, write assessments, and craft units of instruction. This planning will be facilitated by the Principal and Director of Curriculum and Instruction (similar role as an Assistant Principal) to ensure consistency and quality across all classrooms. Teachers will receive any professional development required to begin the school year well-planned and confident. As student data is collected from various assessments and surveys on a regular basis, staff will have the opportunity to frequently adjust instruction to meet the needs of students.

⁵¹ For additional detail, please refer to the sample daily schedules.

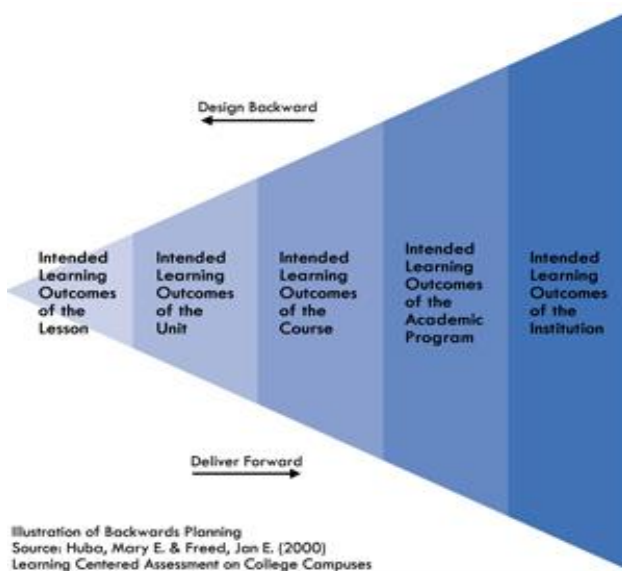
INSTRUCTIONAL PROGRAM

ACADEMIC DESIGN

Curriculum

Capitol Collegiate Academy’s academic program is built on the foundational beliefs that practice and effort equates to mastery. We are firm in our mission to prepare students for college and recognize the effort implicit in that work. This directs our focus to core academic subjects, including literacy, and the separation of math procedures and problem solving. We will also reinforce literacy concepts, critical thinking, and skill development through social science, and mathematical concepts through science. The spiraling of these models throughout the school day and year will result in accelerated learning and deeper comprehension for students. All content taught at Capitol Collegiate Academy will align with the CCSS and will prepare our students for success in high school and in college.

Figure 1.3: Illustration of Backwards Planning



Capitol Collegiate Academy will utilize both forward and backwards design in our curriculum. We will use research-proven methods and curriculum that specifically address the needs of our students. We will combine this research-based program with internally developed curriculum that is standards-aligned, but specifically designed for our student population. We will evaluate the most effective way of developing this curriculum through both a forward and backwards design. We will create the end-of-year assessment and develop units and materials leading to mastery of this

content. As the year progresses, we will also make adjustments to this plan to accommodate the needs of students as they develop. In addressing curriculum this way, we will ensure that we are sufficiently planned and prepared to instruct students to the mastery level, while still leaving the flexibility in place to review or accelerate material as the year dictates. (See **Figure 1.3: Illustration of Backwards Planning.**)

Core Courses

The CCSS for Reading and Math and Next Generation Science Standards have clearly outlined what material should be taught to and mastered by students for each grade level. The primary goal of Capitol Collegiate Academy is to work relentlessly to ensure that all students master these standards. Because we are preparing students for college, we recognize the importance of mastery as well as a clear focus on the four core subjects of English Language Arts, Mathematics, Social Sciences, and Science. We will continuously increase our effectiveness in these four areas by analyzing student mastery of specific standards, improving curriculum, and spiraling concepts. The core classes at Capitol Collegiate Academy will be outlined as follows:

- **English Language Arts:** We have fully adopted CCSS and supplement these with NAEP frameworks. Because literacy is the critical component of our instructional design and we want to be sure our students are performing at or above the levels of students across the nation, we will also include the NAEP frameworks.⁵²
- **Mathematics:** We have fully adopted CCSS.
- **Science:** We have fully adopted the California State Standards and will modify in alignment with the Next Generation Science Standards, as new materials are released.
- **Social Science/History:** We have fully adopted California State Standards and supplement these with Massachusetts and New Jersey standards for science, states recognized for rigorous science learning standards.⁵³

Curriculum will be developed and standards will be evaluated and broken down before the start of each school year in order to promote the strategic improvement of materials as opposed to the creation of it. Additionally, all assessments will be created before the start of the school year in order to provide for a clear pathway to success for students and teachers.

Non-Core Courses: Enrichment and Character Education

In addition to the four core classes, Capitol Collegiate Academy is committed to a comprehensive student education. As such, we will provide for enrichment courses in music, art, language, and physical education. Enrichment is so important to child development and we are excited to be able to offer a range of activities from which students can choose to add an individual and creative component to the day outside of the core curriculum. We will also develop a strong elective program in the areas

⁵² NAEP has two major goals: to compare student achievement in states and other jurisdictions and to track changes in achievement of fourth, eighth, and twelfth-graders over time in mathematics, reading, writing, science, and other content domains.

⁵³ Thomas B. Fordham, *Ibid.*

of science and social sciences, giving students the opportunity to practice their core subject skills in addition to public speaking, critical thinking, and advancement in areas of interest. We will internally develop a strong character education program to be implemented in Community Circle and Advisory.

CURRICULUM MAP

Focus on Literacy

Figure 1.4: English/Language Arts Program Overview

Literacy/English Language Arts	
<p>The ability for a student to develop reading comprehension skills early in their academic careers is a strong predictor of that student’s reading comprehension abilities moving forward.⁵⁴ These reading comprehension skills are critical in a student’s ability to realize success later in their academic careers. Don Deshler, one of the country’s most respected experts on adolescent literacy, states that students, especially those with reading difficulties, require both high quality and large amounts of instruction in reading.⁵⁵</p> <p>As a result, students in kindergarten through fifth grade will receive more than three hours of literacy and reading instruction every day. Specifically, in grades K-2, students will have three blocks of literacy that include instruction in comprehension, vocabulary; phonemic awareness, letters, decoding, language conventions, and grammar. In grades three and four, students will receive an advanced course of study covering reading comprehension, literature, grammar, conventions, and vocabulary. Both grades will receive individual reading time as well as daily writing assignments and lessons. Students in grades K-2 will have a writing curriculum based on handwriting mechanics, simple sentences, and transferring thoughts and ideas onto paper. Students in grades three and four will produce structured paragraphs in addition to developed persuasive, expository, and narrative compositions. Students in grades five through eight will build on all of these foundational skills by drafting and editing longer samples of writing, multi-page essays, and in-depth responses to literature and research-based documents. Students in grades five through eight will also read longer materials and books and participate in critical thinking exercises using these materials.</p>	
<p>Fluency and Decoding</p>	<p>Students will be placed in small fluency and/or decoding groups based on initial diagnostic assessments. This will allow teachers to differentiate instruction based on current student need, remediate specific deficits, and accelerate students to grade-level proficiency. Teachers running these small groups will be trained in early literacy and English language development in order to provide students with the phonemic awareness and phonics skills necessary for reading success.</p>

⁵⁴ Anne E. Cunningham and Keith E. Stanovich, “Early Reading Acquisition and its relation to reading experience and ability 10 years later,” *Developmental Psychology* Volume 33(6) November 1997, 934-945.

⁵⁵ The University of Kansas Center for Research on Learning. Adolescent Literacy. Retrieved: October 6, 2009 from <http://www.kucrl.org/featured/adollit.html>.

	<p>Several research-based programs have proven effective with similar populations of students. Among the programs we are considering are: Wilson Reading, Reading Mastery, Open Court Phonics, Breaking the Code, and Reading Naturally. Students will receive this additional reading instruction during the afternoon student support blocks, until their assessment results indicate that remediation is no longer required.</p>
<p style="text-align: center;">Comprehension</p>	<p>Because the ability to read and understand texts is the most important skill that a student can learn in school, Capitol Collegiate Academy will provide multiple opportunities for reading comprehension development using a variety of texts. Teachers will read novels, poems, short stories, and nonfiction to model fluent, expressive reading of texts at and above the students' grade level. By using "think aloud" meta-cognitive strategies, teachers will help students develop the habits of effective readers.⁵⁶ Teachers will also provide direct instruction about reading strategies, provide opportunities for students to practice and share their own thoughts, and offer constructive feedback that pushes students to deeper comprehension. In alignment with Capitol Collegiate Academy's school-wide instructional practices, these strategies will be used in direct instruction, small group practice, partners, and one-on-one support.</p> <p>Students will also practice these reading strategies in homogenous guided reading groups. These groups will be smaller in size than other core classes in order to provide increased opportunities for each student to read and receive feedback from their teacher. Teachers will lead students through level-appropriate texts, as measured by Fountas and Pinnell's <i>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</i>.⁵⁷ All floating teachers at the Charter School will prioritize their time in support of our literacy program, demonstrating the Charter School's clear commitment to literacy.⁵⁸</p> <p>Students will additionally have an analysis component to the curriculum, requiring them to break down questions, evaluate what is being asked, and respond with complete, comprehensive answers. These passages will be modeled after CAASPP questions,</p>

⁵⁶ "Think Aloud" is a technique designed to allow students to better understand what their teachers are thinking and why, in order to serve as a model of what the students should consider as they complete similar tasks independently. These specific meta-cognitive strategies proven to be most effective for good readers include making predictions, asking questions, making connections, visualizing, clarifying, synthesizing, and using fix-up strategies. Keene & Zimmerman, *Mosaic of Thought*, Heinemann (1997).

⁵⁷ Heinemann (2001).

⁵⁸ Significant professional development time will be allotted to training all teachers to effectively teach reading within the guided reading framework.

	<p>curriculum-based questions, and backwards-planned college-ready short answer prompts.</p> <p>Students will read independently for at least ninety minutes per day, including supervised reading time at school, reading in-class and assigned reading at home.⁵⁹ Students will be taught to select books at their current independent reading level through a school-based coded reading library. Finally, teachers will monitor independent reading through a combination of reading logs, teacher conferences, and a computerized testing program, such as Accelerated Reader.⁶⁰</p>
<p style="text-align: center;">Vocabulary</p>	<p>The development of academic vocabulary will be a school-wide focus. Teachers in all content areas will use research-based best practices for explicitly teaching new words and providing students with the necessary opportunities to practice these words repeatedly across content areas. In addition, teachers will provide students with instruction about word parts (prefixes, suffixes, Latin and Greek roots) and strategies for learning new words so that students will increase their vocabularies as they encounter unfamiliar words in their daily reading.⁶¹</p> <p>Bill Honig, a nationally recognized expert on early reading, cites compelling research on the relationship between reading rates and vocabulary development:</p> <ul style="list-style-type: none"> • Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent. • By fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words in school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000 words. • Although teaching vocabulary strategies (e.g. word families, scaffolding, etc.) helps retention rates, the vast majority of new words <i>can be learned only through reading</i>. To reach these levels, students need to read the recommended 25 to 35 books a year after Grade 1.⁶²

⁵⁹ This practice is based on the research indicating that an increase in the volume of student reading will accelerate students' reading achievement. More about this research can be found in Richard Allington's *What Really Matters for Struggling Readers*. Addison Wesley Longman (2001). Students' at home reading will be tracked on independent reading logs signed by parents.

⁶⁰ Close monitoring of students' independent reading is a common practice. One school that uses computer assessment for this purpose is Synergy Charter School. Synergy Charter School has substantially higher test scores than most schools in LAUSD and was also named a 2007 Charter School of the Year by the Center for Education Reform.

⁶¹ Marzano, Pickering, and Pollock. *Classroom Instruction that Works*. ASCD (2001).

⁶² Honig, Bill. *Teaching Our Children to Read*. Corwin Press, 1995.

	<p>Based on such research, all students will have independent reading assigned for homework, drawing on developmentally appropriate reading texts and strategies and including families in the completion of reading logs.</p>
<p>Writing and Grammar</p>	<p>In addition to reading courses, students in grades four through six will also have a daily class dedicated to improving their writing skills. Their teachers will model techniques of effective authors, provide direct instruction about these techniques, and provide frequent and specific feedback to improve the quality of each student’s writing. Students will write in a variety of genres as required by the state standards, and, while not all student writing will go through a five-step writing process, students will be able to effectively use a process for writing, including prewriting, drafting, revising, editing, and publishing. Our school will use the Six Traits model for evaluating the quality of student writing across grade levels and content areas.⁶³</p> <p>In addition, through the explicit teaching and practice of grammar and spelling rules, students will master conventions of the English language and be held accountable for these conventions in the writing they complete at school—not just in writing class, but in all of their classes. Students will be expected to write everyday, in every class and for a variety of purposes. For example, students will write literary analyses in reading class, explain answers to solutions in math class, create first-person historical journals in social studies, and compose lab reports in science.</p> <p>Finally, CCA recognizes that reading must occur in every content area, throughout the day, in a variety of formats. Reading and literacy is a core block of the instructional program, in alignment with the CCSS, and will be implemented with fidelity.</p>

Because students from economically disadvantaged backgrounds begin school exposed to a less extensive vocabulary, development for building and reinforcing vocabulary will be critical to the overall success of our literacy and English Language Arts program. **Figure 1.5** outlines some of the strategies that we implement in order to address this critical need.

⁶³ The Six Traits (or Six Plus One Traits, as it is now sometimes called) writing program assesses student writing based on common characteristics of good writing. The six traits are ideas, organization, sentence fluency, word choice, voice, and conventions. (Presentation was later added as a seventh common characteristic.) More details about the Six Traits program can be found in Vicki Spandel’s *Creating Writers*. Addison, Wesley, Longman (2001).

Figure 1.5: Sample Effective Strategies for Teaching/Reinforcing Vocabulary

Technique	Description
Define It	Provide a student friendly definition. Where possible use “you, someone, or something” in the definition.
Have you ever?	Ask students to associate newly learned words with contexts and activities from their own experiences
Applause, Applause!	Have students clap/signal to indicate how much they would like to be described by the word, engage in the activity described by the word, etc.
Idea Completions	Provide students with sentence stems which require them to use the vocabulary word’s meaning to complete (e.g., “When might you...? Why might you...?”).
Questions, Reasons, and Examples	Ask students questions which force them to use the definition of the word for their reasoning (e.g., Teacher: “If you do not agree with another student’s comments, what might you do?” Student: “I might <i>dispute</i> his argument.”)
Children Create Examples	Ask students to create examples of what might have happened in a given situation (e.g., “If you had a friend who watched TV all the time, how might you <i>coax</i> him into getting some exercise?”)
Compare, Combine, Contrast	Ask students to distinguish between and/or compare two different words; focus on nuances of meaning, or ask students to describe how and whether they could combine vocabulary words.
Upgrade	Ask explicitly for a better word. (e.g., “Can you use a better word than ‘big’?”)
Picture This	Help students visualize words by giving them a picture that exemplifies a word they have learning or by asking them to act out or personify a word.

Kindergarten through Second Grade

Block 1: Reading and Vocabulary Development and Direct Instruction

This literacy block is focused on building vocabulary and improving the ability for students to become stronger in their fluency. Reading strategies will be a critical component to this part of the day, and will lay the foundation for how students approach reading throughout their academic courses moving forward. There will be several key components to this literacy block:

- Sight words
- Pre-teaching vocabulary/explicit vocabulary instruction⁶⁴
- Context clues
- Reading aloud and in small groups (on reading levels)
- Pre-planned questions, pauses, cognitive modeling
- Responses in writing
- Rhetorical and debate or justification-driven interactions

The Charter School supports the use of read alouds in the classroom at all levels, due to its proven impact on reading growth.⁶⁵ By using read alouds with students, even after they have learned the technicalities of reading, teachers will be able to reinforce the intonations, tones, pauses, and tones in different reading passages. For example, by reading in a sad tone when a character is crying or an excited tone when a character is joyful, students begin to interact with texts on a more personal level which will increase their literacy development and reading comprehension.

During Direct Instruction, students will split into three groups with approximately nine students in each group, and rotate through thirty-minute blocks consisting of:

- Direct Instruction: phonemic awareness, phonics (visual, auditory, and tactile methods used), sight words
- Guided Reading and Comprehension
- Computer-based reading reinforcement

⁶⁴ Betty Hart and Todd R. Risley. (Spring 2003) "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator*.

⁶⁵ Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, Ian A. G. Wilkinson. (1985) *Becoming A Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading.

Block 2: Guided and Independent Reading

The reading block will draw primarily from the work of Fountas and Pinnell.⁶⁶ This portion of literacy will utilize strategies that target individual students and their reading development:

- Guided reading groups
- Explicitly taught reading strategies
- Independent reading with guided notes

Teachers will lead highly structured lessons that require a clear rationale for the reading, guidance through the text, and explicit instruction on the objective-based content. This instruction will include: tracking text from left to right, attending to and understanding the purpose of word spacing and punctuation in print, and recognizing meaning in text as parts and as a whole. The lesson will continue through independent reading or group-based reading, at which point students will receive individual attention for their work. Depending on the content covered in the reading, class activities will vary and student independent work will match the practice required in the day's objective.

Block 3: Comprehensive Writing

Writing is one of the more difficult abilities to develop, as it incorporates multiple knowledge and skill development in order to be successful. In order to continuously develop students' writing abilities, Capitol Collegiate Academy will reinforce writing and writing concepts on a daily basis. Some of these strategies and topics will be:

- Fictional stories using starters
- Organization strategies and development
- Using voice and tone in writing
- Sentence structure and grammar
- Paragraph structure
- Developmentally appropriate essays and narratives

While the majority of the content will be preparing students for extensive writing assignments in the upper grades, students in kindergarten through second grade will still be asked to complete short writing assignments, allowing them to practice the strategies given to them.

⁶⁶ Irene Fountas and Gay Su Pinnell *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. (2005) Heinemann.

Third through Eighth Grades

Block 1: Reading and Vocabulary Development and Direct Instruction

For older grades stronger in literacy foundational knowledge and skills, students will focus heavily on independent reading and explicit vocabulary instruction. Students will focus time on understanding texts, strategies for accessing vocabulary that is new or difficult, and thinking about word choice and diction in texts. There are several key components to this literacy block:

- Pre-teaching vocabulary/explicit vocabulary instruction⁶⁷
- Context clues
- Reading aloud and in small groups (on reading levels)
- Pre-planned questions, pauses, cognitive modeling

Read alouds will still occur in the older grades, though they may be less frequent as grades progress and may encourage increased student participation in order to check for reading development and growth. The majority of time will be spent focusing on English Language Arts standards.

Block 2: Guided and Independent Reading

Students will continue to use targeted small group and independent reading set-ups during this block. Many of the strategies from the earlier grades will be spiraled into this curriculum and the majority of the time will focus on California State Standards. By the fifth grade, students will use this shorter block as independent reading time, at which point they will complete in-depth critical thinking assignments related to the readings and begin to apply material taught from block one into their understanding of texts.

Block 3: Comprehensive Writing

By the third grade, students will begin to develop organized, comprehensive pieces of writing. Students will be explicitly taught a variety of writing strategies and will be expected to answer all material in complete sentences through well-developed paragraphs. By the eighth grade, students will be expected to write clear, organized, developed essays of five pages or greater. Every eighth grader should be able to write a longer research paper using expository strategies and guidelines.

⁶⁷ Betty Hart and Todd R. Risley. (Spring 2003) “The Early Catastrophe: The 30 Million Word Gap by Age 3” *American Educator*.

Focus on Mathematics

Figure 1.6: Mathematics Program Overview

Mathematics	
<p>Math will be separated into two classes: Math Procedures and Math Problem Solving.⁶⁸ Math Procedures will focus on number sense and computation, while Problem Solving will focus on the application of math concepts. This segmentation will allow students to continue to solidify fundamental math concepts while they work to build higher-level problem solving skills. Together, these two courses will set all students strategically on the path for pre-algebra, geometry, and algebra readiness that they will need in the upper grades and will best support our college preparatory mission for all students.</p> <p>Numerous empirical studies indicate that children who are instructed with a math curriculum that employs continual practice and review illustrate superior skill attainment and math achievement.⁶⁹ Later studies have strongly suggested that spaced or distributed practice results in higher performance than a process of constant mass practice.⁷⁰ Capitol Collegiate Academy may supplement internally developed curriculum with research-based practices, such as those found in enVisions Math and in Math Investigations. Our math program will include the following five strands.⁷¹</p>	
<p>Counting and Cardinality; Number and Operations in Base Ten; The Number System</p>	<p>Students must develop a clear understanding of numbers in order to count, compute, measure, and estimate. This strand focuses on the four basic arithmetic operations (addition, subtraction, multiplication, and division) as well as more advanced computation, such as comparing values, factoring numbers, and finding powers and square roots. The number sense strand also includes concepts of numeration, such as the base ten number system, fractions, decimals, negative numbers, rational numbers, and scientific notation. Number sense in the middle school years includes the study of prime and composite numbers, rational and irrational numbers, and real and complex numbers.</p>
<p>Operations and Algebraic Thinking; Expressions and Equations</p>	<p>In this strand, students learn to use patterns and functions, including the conversion of units of measurement. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions with multiple variables. Students use order of operations, as well as the commutative, associative, and distributive properties to evaluate expressions and solve problems involving rates, speed, distance, and time. Algebra becomes increasingly</p>

⁶⁸ This concept is developed explicitly from the curriculum used at Roxbury Prep.

⁶⁹ Usnick, 1991; Ornstein, 1990; from www.saxonmathhomeschool.com/math/index.jsp p. 2.

⁷⁰ Dhailwal, 1987; Proctor, 1980; from www.saxonmathhomeschool.com/mth/index.jsp p. 2.

⁷¹ Based on the California Department of Education's *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* (2006).

	<p>complex as students solve inequalities and learn to use algebraic language to represent the concepts involved.</p>
<p>Measurement and Data; Geometry</p>	<p>Students learn to accurately measure and estimate measurements using standard U.S. units and the metric system. They learn properties of two- and three-dimensional shapes and manipulations of those shapes, and are able to calculate perimeter, area, and volume. Students use coordinate grids and graphing to represent points, lines, and figures.</p>
<p>Number and Operations – Fractions; Ratios and Proportional Relationships; Statistics and Probability</p>	<p>This strand includes the calculation, representation, and analysis of various sets of data. Students compute the range, median, and mode of data sets, understand how additional data may affect the computations, and explain when to use specific measures of central tendency. They use various graphs, scatterplots, and more sophisticated diagrams, such as stem-and-leaf plots or box-and-whisker plots, to display data. Students are able to articulate the significance of sample size and selection on statistical accuracy. Students understand concepts of probability, can differentiate between dependent and independent events, and are able to make predictions based on probability and calculate the numerical probability of a given event.</p>
<p>Functions</p>	<p>This strand includes the understanding of mathematic concepts on an abstract level. Students make decisions about how to approach problems, use strategies, skills, and concepts to find solutions, and move beyond a particular problem by generalizing to other situations. Mathematical reasoning is used to explain arithmetic facts, solve problems and puzzles, understand algorithms and formulas, and justify results. Students are able to use a variety of methods, including words, numbers, shapes, charts, graphs, tables, diagrams, and models to explain their reasoning. Mathematical reasoning, with its careful analysis of assumptions, use of strategies to solve problems, and emphasis on logical steps, is an intellectual discipline that supports logical reasoning and thoughtful judgments.</p>

Students will master grade-level standards for each strand in grades four through seven and all eighth graders will successfully complete a year-long algebra course. This will provide students with the preparation and motivation to enter a challenging high school math sequence of study that ends with the completion of calculus.

Focus on Science

Figure 1.7: Science Program Overview

Science
<p>Because of its demonstrated success with implementing a standards-based program to serve the educational needs of urban African-American children, we have selected Full Options Science Systems (“FOSS”) as a foundational program in our science curriculum.⁷² FOSS is a research-based science curriculum with materials that provide meaningful science education for elementary school students and prepare them for life in the 21st century. The FOSS program also provides readings in science – FOSS Science Stories - thus adding power to the curriculum. Through the printed word students can extend their experience beyond the limits of the classroom and the FOSS kit; they can enhance their understanding of concepts by exposure to related ideas. Students will have access to the study of multiple scientific fields (earth, physical, environmental, and biological) through this curriculum. Additionally, students will be able to apply the scientific method and conduct experiments using best practices.</p>

Focus on Social Sciences

Figure 1.8: Social Sciences Program Overview

Social Science
<p>It is essential that students receive an effective education in Social Sciences in order to gain content knowledge as well as develop critical thinking, improve access to expository and difficult texts, and build specific skills that they will use throughout their lives. In order to ensure the realization of this effort and also to comply with California State Standards, students at Capitol Collegiate Academy will receive one block of Social Sciences per day.</p>

Textbooks and CCSS

The academic program at Capitol Collegiate Academy begins with the CCSS. Teachers will use standards-based, research-proven curricula as guidance for the core academic subjects. The identified curricula have been proven to produce exceptional results in urban schools and were adopted by the California Department of Education. The selected textbooks for Capitol Collegiate Academy are research-proven curricula and are aligned to the CCSS. *We endeavor to select textbooks that are CCSS aligned and will purchase those editions that meet this requirement.* We will additionally supplement all math curriculum with internally developed materials to ensure that we provide students with the skills needed to be prepared for higher levels of math. Content Area Textbooks are outlined in **Figure 1.9**.

⁷² Kahle, J., Meece, J., Scantlebury, K., (2000). “Urban African-American middle school science students: Does standards-based teaching make a difference?” *Journal of Research in Science Teaching* 37, 9. 1019-1041.

Figure 1.9: Content Area Textbooks for Grades K-8

Content Area Textbooks for Grades K-8				
	English/ Language Arts	Mathematics	History/ Social Science	Science
K	STEP-aligned Curriculum (U of Chicago)	Math enVisions	History Alive!	Full Option Science System FOSS
		Math Investigations		CA Science (Harcourt)
				Pearson: STEM
1st - 5th	Fountas and Pinnel; STEP-aligned Curriculum (U of Chicago); internally created	Math enVisions	History Alive!	Full Option Science System FOSS
		Math Investigations		CA Science (Harcourt)
				Pearson: STEM
6th - 8th	Pending CCSS-aligned curriculum (forthcoming)	Math enVisions	History Alive-CA Series	Pending NGSS Curriculum
	Pending CCSS-aligned curriculum (forthcoming)	Math Investigations	(Teachers' Curriculum Institute)	

The above scope and sequence outlines the four core content areas of English Language Arts, Mathematics, Social Studies/History, and Science for the nine years of study.

ADDITIONAL INSTRUCTIONAL PRACTICES

Character Education

Capitol Collegiate Academy recognizes the importance of both an academic and a character education. To prepare students for college, we cannot simply assume that their grade-level proficiency will be enough to ensure their success and achievement. We also cannot hold students accountable for high levels of behavior unless we specifically teach them, just as we would teach reading or addition. As a result, Capitol Collegiate Academy will teach students the behaviors that we expect

for a strong school culture, and those that will help them to compete, lead, and achieve in college and in life. We will develop these skills extensively over the beginning weeks of the school year and reinforce them as the year progresses. These skills will include school behaviors such as raising your hand to speak, listening to the person speaking, sitting up straight, following directions, and participating in class. Further, we will develop habits that we expect students to display throughout the course of their education including: completing all homework, taking responsibility for actions, working towards quality output, managing time, taking good notes, remaining organized, and being prepared for each day.

While we do not have a class to explicitly teach these character attributes to students, we have developed a core set of operating principles and values with which to assess the character development of students – PRIDE.

- **P**repared
- **R**espectful
- **I**ntegrity
- **D**illigent
- **E**ngaged

This character education will be infused in every part of the Charter School culture. School leaders will plan activities around these principles to strengthen school culture, teachers will speak often about these principles to students, and students will adopt a common language around their performance using these values. PRIDE will be referenced through school culture and more explicitly taught in physical education, advisory, community circle, enrichment, and additional classes, as warranted. PRIDE will be taught through instruction, demonstration, discussion, quotes, environment, vocabulary, and role plays to continuously reinforce those principles that will lead to student success. Some examples of PRIDE values at school are included in **Figure 1.10**.

Figure 1.10: What PRIDE Can Mean

Prepared	Completed homework; Bringing all required materials to class; Coming to school in uniform; Having parents sign homework and notices
Respectful	Raising hands; Listening while others are talking; Speaking in appropriate tones and volumes; Following school and classroom procedures
Integrity	Being honest about performance; Aligning actions with beliefs; Encouraging classmates who are successful and those who struggle
Dilligent	Putting forth the greatest effort; Taking risks; Working with purpose; Valuing quality over quantity; Demonstrating effort throughout the full day
Engaged	Participating in class; Using complete sentences; Volunteering; Completing class jobs; Asking questions; Build on other's ideas; Singing along

PRIDE values will be used for individual and class positive and negative consequence systems. The application of this will vary by grade level, however the purpose will remain the same: ensure that all students are exhibiting the behaviors necessary to be successful in college. In order to do this as effectively as possible, we have differentiated the PRIDE values to be developmentally appropriate

While PRIDE and PRIDE points are important symbolic structures within the Charter School, the greater value is the character building that it produces. We know that in order to be successful in college, students will need to perform at their highest level every day. PRIDE is a system that actively holds all members of the school community accountable for this level of performance. We want students to feel confident in their abilities as well as their character. By allowing this level of reflection on a regular basis, we are providing them with the tools to do so.

SMART Work

Before and after a student eats breakfast or lunch, he or she will have the opportunity to complete “Sunrise Smarty” work, a monthly grade-appropriate packet of learning. These activities will consist of review material from the previous day’s lessons, foundational knowledge and skill building, and/or preoperational assignments for the lesson ahead in a way that is entertaining and fun for students. An example might be tracing your name, coloring different continents, completing math games, etc. It is a way to ensure that students have something to do if they finish eating early and before classes go outside for recess or to Community Circle.

INTEGRATION OF TECHNOLOGY

Technology can be an appropriate method for promoting meaningful learning and allowing students to work on challenging problems for student-direct learning. Technology also promotes the development of higher-order critical thinking skills.⁷³ We have planned for multiple computers in each classroom, as well as a traveling computer cart for every grade level, beginning in third grade. These computers will allow for students to use computerized programs to support their literacy development in kindergarten and first grades. It will also allow for increased computer familiarity as students begin introductions to the proper use and geography of computers. As the grade levels progress, students will begin to type assignments, create PowerPoint presentations, and use Excel. Students will also have increasingly more assignments that utilize internet research as part of the expository and research-based standards in the CCSS. Students will be expected to use computers on a daily basis. Classrooms will also have access to LCD projectors, television equipment, cameras and recording equipment, and Smart Boards as funds become available.

Computers will be individually available to every staff member and the internet will be available at the Charter School level and we will utilize a computerized gradebook, attendance program, and parent communication system (in addition to the paper copies).

Capitol Collegiate Academy maintains a technology plan with the following features:

- An annual technology plan which clearly identifies learning goals to be achieved through technology.
- Technology supports the instructional learning goals. It is integrated into instruction in meaningful ways so that it contributes to the attainment of high standards by all students.
- Technology is used for challenging, long-term projects that promote students' higher-order thinking skills instead of merely for drill-and-practice programs to improve basic skills.
- All students have opportunities to use a variety of technologies to support their work on authentic tasks.
- There is flexibility in managing the technology to ensure that all students and teachers have equity of access.

The professional development component of the technology plan ensures that every teacher has allotted time throughout the school year for PD relating to technology and its integration into the classroom. PD in technology is directly applicable to the classroom situation. As the program grows, we expect to include increasingly larger levels of technology into the classroom.

⁷³ Our technology program and goals are based on the work completed at the following: Association for the Advancement of Computing in Education, Center for Technology in Learning, Consortium for School Networking, Focus on Technology, Institute for the Transfer of Technology to Education by the National School Boards Association, and the Office of Educational Technology.

BEST PRACTICES FOR INSTRUCTION

Capitol Collegiate Academy will utilize research-based best practices in classrooms and as school-wide policies and procedures. We believe that encouraging the use of such practice as a school will develop a strong consistency for students and clear expectation for teachers. Below are some examples of instructional practices to be used:

Bloom's Revised Taxonomy

Capitol Collegiate Academy will use the revised Bloom's Taxonomy in constructing lessons. By using this framework, teachers will be able to ensure that they are pushing students to higher order thinking and mastery of content. Below is a framework that we will use to guide our planning.

Grades K-4

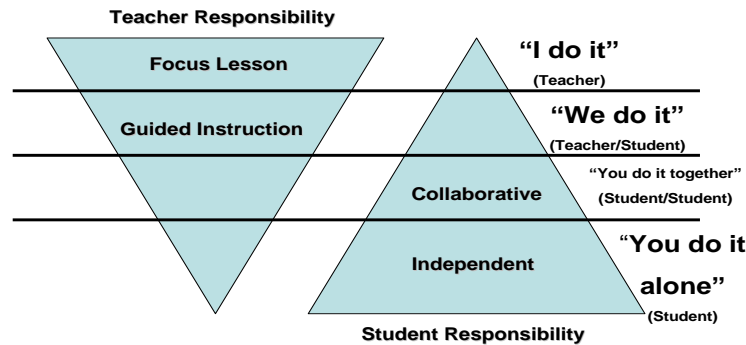
Team teaching will be used for certain literacy blocks as a creative way to lower the student/teacher instruction ratio, provide for greater collaboration between teachers, and allow for more teacher preparation time throughout the day. Teachers are able to plan together and collaborate to best meet the needs of individual students, allowing for greater consistency across classrooms and shared best practices among all staff members. On average in these grades, we will have 250 students and eleven (18) classroom teachers and instructional assistants, providing an educator/student ratio of 1:14. We will divide students into groups of nine (9) based on flexible-ability reading groups. Additionally, students will take: a daily mathematics course that focuses on computation, another mathematics course that focuses on grade-level problem-solving, as well as a daily math meeting each morning that focuses on application and other critical math skills (calendar, money, number line, etc.).

The format of instruction in the primary grades are structured into frequent and focused mini-lessons of material, providing for developmentally-appropriate activities and learning opportunities. Teachers will create a series of objectives for the day and structure several short (fifteen minute) lessons building up to mastery of those objectives. These lessons should include explicit instruction, strong facilitation, and a great deal of student repetition and practice. Through the variety of activities, students will have the opportunity to practice and build a deeper understanding of the material. It also gives the teacher an opportunity to informally check for student understanding.

Gradual Release of Responsibility

Teachers will use the Gradual Release of Responsibility model (please see **Figures 1.11 and 1.12**), commonly referred to as the “I-WE-YOU” instructional process.

Figure 1.11: Gradual Release: I, We, You



Adapted from Doug Fisher & Nancy Frey, 2008

- In the “I” stage, the teacher models the skill by having students watch while he/she works through the new skill step-by-step. The teacher uses cognitive modeling in order to help students understand what he or she is thinking about the problem.
- Teachers then allow the modeling to shift to the “WE” stage. Students might have a chance to work through each step of similar problems, reinforcing the same skill modeled earlier. Students may do this as a class with strong teacher support, then in small groups reporting to the class, and then in pairs. In this format, teachers give students the opportunity to take increasingly greater roles in using the material.
- Finally, the class moves to the “YOU” stage. This occurs when the teacher assesses that the class is able to work independently on the material. Teachers check for understanding as students work and provide support where necessary.

The primary purpose behind this model of instruction is to promote the growing independence of students in the content. Throughout the course of the lesson, the student should be able to complete the assignment independently and at higher levels than when first introduced. Specifically, as the teacher gives more opportunity for students to practice the work and simultaneously makes those groups smaller, students are provided with more time and independence to work on problems autonomously. This leads to greater retention and mastery as concepts are reinforced in appropriate intervals.

Figure 1.12: Gradual Release of Responsibility Lesson Planning Scope with guiding questions

DEPENDENT		SHARED		INDEPENDENT		
I Do It		We Do It		You Do It (together/alone)		
Input	Modeling Practice	↔	Guided	Collaboration /Indep. Practice		
Teacher	Teacher		Teacher	Teacher		
<p><i>Provide anticipatory set * Identifies objectives & purpose (content-language-metacognitive) * Provides input *Thinks aloud * Questions (Check For Understanding)</i></p> <p>How did you: make lesson objectives clear to your students? • connect to prior learning? • build background knowledge? • identify both academic & content vocabulary so students can access new material?</p>	<p><i>Demonstrates * Models * Thinks Aloud * Explains * Questions (CFU) * Clarifies * Responds (Praise, Prompt, Correct)</i></p> <p>How did you: • know that (all or a specific student) thought through and formulated a response to (specify question)? • provide corrective feedback to students? • differentiate the modeling for students (think aloud model, performance model)? • provide multiple explanations for new concepts?</p>	Hand over of Responsibility	<p><i>Observes * Questions (CFU) * Assesses progress * Responds (praise, prompt, correct) * Intervenes as necessary</i></p> <p>As students take more responsibility, how did you: • assess their progress/understanding? • provide students with hands-on experience and practice? • determine grouping (pairs, groups) for this activity? • use scaffolds to help struggling students understand the lesson? • support ELs (what scaffolds are in place)?</p>	<p><i>Monitors * Responds * Acknowledges * Evaluates *Assesses who needs intervention or extension * Sets new goals</i></p> <p>How did you: • intervene with students who are not ready to move on? • assess at the close of the lesson to determine who has mastered content and who needs further assistance? • extend the lesson for those who are ready to move on?</p>		
Student	Student		Student	Student	Student	
<p><i>Observes *Listens *Processes *Responds *Interacts</i></p> <p>Based on student responses, how did you: • assess students' prior knowledge? • allow for student interaction?</p>	<p><i>Interacts * Collaborates *Responds *Asks Questions</i></p> <p>How did you: • prepare students to ask probing/clarifying questions? • allow students a variety of methods and modalities in which to respond? • aide students in processing information?</p>		<p><i>Applies Learning * Takes Charge * Practices * Problem Solves * Self-regulates * Self-corrects</i></p> <p>How did you: • support students to use self-regulatory strategies? • provide opportunities for students to practice self-correction? • assist students in self-correcting their relative strengths and weaknesses in regard to the given task?</p>	<p><i>Collaborates * Initiates * Self-regulates * Problem Solves * Self-assesses *Reflects * Explores * Extends * Applies to new setting</i></p> <p>How did you provide opportunities for students to: connect concepts to future lessons and explore real-life applications? • generate evidence of self-regulatory strategies? • self-assess? • extend their learning? • initiate independent learning or more in-depth study of content?</p>		
Instructional context, content & resources				Independent Practice & Application		
<p>In what way might you utilize materials (i.e. Universal Access materials, other materials) to further support students reading below level or ELs? Have you provided a wide variety of media/texts throughout instruction? Specify. How are your activities, homework and assessments directly linked to the standards?</p>				<p><i>In-class practice:</i> does the practice allow students to transfer knowledge? <i>Homework:</i> How is it tied to the lesson? <i>Application/Assessment:</i> How did you go back to the objectives to reinforce the goal of the lesson?</p>		
<p><i>The Gradual Release Of Responsibility ("GRR") model may be implemented in a single period/lesson or over the course of several days as a means of scaffolding instruction. Because students' content , language, and metacognitive needs vary, differentiation of instruction is recommended at key stages of the lesson, especially for struggling learners prior to assigning independent practice.</i></p>						

Whole School (All Grades)

Reading and Writing across the Curriculum

Reading, oral, and written literacy are essential to the success of our students. To be successful in college, students will need to be able to interpret and respond to texts with confidence. Capitol Collegiate Academy will therefore emphasize literacy across all content areas, allowing students to:

- Develop stronger reading comprehension
- Access important material and evidence easily
- Become familiar with a variety of different text samples

Students must be able to respond to texts both verbally and in writing, as both require competence if students are going to be successful academically. Students must have the opportunity to write and discuss their ideas as much as possible. Students will be required to write every day and will be given meaningful feedback on that writing. Capitol Collegiate Academy will emphasize this writing component across each content area. Writing will be assessed according to a commonly applied, grade-specific rubric, with special emphasis on the content taught during that day or week. All content areas will hold students to the same expectations as to quality, structure, and tone, although the content will differ. In the lower elementary grades, students will be asked to read historical stories and write responses to scientific hypotheses. In a middle school history class, for example, students may be asked to respond to different primary source documents in paragraph form and analyze the importance of these documents in the context of the historical time period. In science, students may be required to analyze a scientific experiment in paragraph form or to respond to hypothetical science scenarios based on content-related prompts. Explicit vocabulary instruction will also take place in each content area to best prepare students to appropriately and intelligently respond to a variety of writing prompts.

Figure 1.13: MODEL BBC

8th Grade Literature
[DATE]

Aim: Determine how central characters' qualities influence the development of the conflict.

Objectives: SWBAT* identify all central characters in the play.
SWBAT identify qualities of each character based upon the reading.
SWBAT identify developing conflict.
SWBAT identify all factors contributing to the development of the conflict.

Q²: Reading Quiz

Agenda: Q²: Quiz
Review of last night's reading
Read aloud and discussion
Review Objectives

Homework: Read pp. 42-79 (due tomorrow). Prepare a plot analysis of the play including a descriptive timeline of events occurring up through Act I Scene 4 (due Wednesday).

*SWBAT = Students will be able to . . .

Common Blackboard Configuration

All teachers at Capitol Collegiate Academy will use the common Blackboard Configuration (“BBC”) endorsed by educational expert Dr. Lorraine Monroe.⁷⁴ The BBC (please see **Figure 1.13**) reinforces consistency of academic expectations by (1) providing a means to hold teachers accountable for the content taught and the methods used to teach it, and (2) providing students with clear communication about the expected outcomes for learning. The BBC will require the following:

- The class and date will be updated and posted on the board.
- The **Aim** will indicate a broader learning objective for the material being taught and will correlate directly with content and performance standards.
- **Objective(s)** will provide the specific goal(s) for the day. The objective(s) will be measurable, ambitious learning goals that are directly connected to standards developed in the curriculum.

⁷⁴ Best practice from Dr. Lorraine Monroe, Founder of the Lorraine Monroe Leadership Institute. Application content adapted from Achievement Prep in Washington, D.C.

- **Q²** (Quick Questions) is a silent, pen to paper 4-5 minute activity that focuses students immediately on class work and allows the teacher to quickly assess student understanding of a specific topic. The Q² will begin in third grade.
- **Agendas** for each class will be developed and written by teachers so that the content for the lesson is explicitly listed in small time increments, providing clear expectations for students and holding the teacher accountable for pace.
- **Homework** is required in all academic classes each day, and provides students with the opportunity to practice and reinforce that day's skills and content knowledge.

*Additional Proven Instructional Techniques.*⁷⁵

We will use a variety of instructional techniques that reinforce student expectations. These techniques have been used by effective teachers in high-performing schools nationally and can be categorized in three areas:

- Behavioral
- Academic
- Advanced (the expectation that all students achieve)

Listed in **Figure 1.14** are examples of proven instructional techniques that will be employed by all members of the Capitol Collegiate Academy community:

Figure 1.14: Instructional Techniques

TECHNIQUE	TYPE	DESCRIPTION
Sweat the Details	Behavioral	Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem minor.
Do It Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students.
100%	Behavioral & Academic	Behavior: Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning and will not continue

⁷⁵ Intentionally using these techniques as part of a school's programming and culture was inspired by Doug Lemov, Founder and Former President of School Performance, Managing Director of Uncommon Schools' True North Network, Founder of Rochester Preparatory Charter School in Rochester, NY, and Founding Principal of the Academy of the Pacific Rim in Boston, MA. Mr. Lemov is a leader among training school leaders in school design, curriculum and assessment and use of student data.

		instruction until all students have complied. Academic: There is a difference between right and partially right. When responding to an answer in class the teacher holds out for an answer that is 100% right. Students should not be told an answer is correct when it is not.
Stretch It	Academic	Many teachers respond to a correct answer by saying “good” or “right.” With this technique a teacher can push students to higher standards by asking them to “stretch” their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on that same concept or standard.
Ratio	Academic	Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually.
No Opt Out	Academic	Process in which a student who answers incorrectly is not able to give up on the learning process. We have high expectations for student performance and a teacher should not accept “I don’t know” for an answer. Instead the teacher should prompt the student to answer a clarifying question, or push the student to attempt to answer. If the student genuinely does not know the answer the teacher will call on a fellow classmates to assist, and then the student will be asked the same question or be given a similar question to answer correctly.
Warm/ Strict	Advanced	Strategy that combines a caring tone with a ‘no exceptions’ standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Precise Praise	Advanced	Technique used by teachers to reward students with praise using <i>very</i> specific examples that are meaningful and genuine. For example: “Lisa you did a great job using three distinct adjectives to describe the main character.”

Checks for Understanding

Assessing student learning on a regular basis is critical for ensuring student mastery. Research states that the most effective teachers ask an average of 24 questions during a 50-minute period.⁷⁶ These checks for understanding are meant to check for a variety of student behaviors and knowledge including:

- Attention
- Engagement
- Knowledge
- Process and conceptual understanding
- Lingering confusion or questions
- Mastery

The most important components of checks for understanding are that they are deliberate and purposeful. This includes a variety of methods such as:

- Direct questioning and paraphrasing
- Written responses
- Think-Pair-Share
- White boards
- Small group quick discussions
- Use of signs or cues
- Choral response

This check for understanding can produce clear results as to determining what students know and are able to do. Students will be at one of three learning areas: no learning, rote learning, or meaningful learning. Rote learning indicates that the student can recall, but not transfer information, whereas meaningful learning indicates that a student is able to transfer and apply content to new problems.⁷⁷

We will also utilize Costa's levels of questioning (please see **Figure 1.15**) in our approach. This approach uses three levels to determine the mastery depth of a student.

⁷⁶ Gabriela Mafia shared this and other best practices for educators during a session on Academic and Curricular leadership at the University of Southern California. (2009).

⁷⁷ Porter and Brophy (1988) and Mager (1968) both commented on the importance of these checks. Their work is seminal in the literature today.

Figure 1.15: Levels of Questioning

<p>Level One</p>	<p>Defining Scanning Describing Reciting Identifying Observing Listing Naming</p>	<ul style="list-style-type: none"> • What is the definition of "lunar eclipse?" (definition) • How can we express the equation $2x(4-5y) = 3y = 26$ in three ways (list) • Which states seceded from the Union to form the Confederacy? (identification) • How does "The Road Not Taken" (Frost) begin? (recitation)
<p>Level Two</p>	<p>Analyzing Comparing Grouping Contrasting Inferring Sequencing Synthesizing</p>	<ul style="list-style-type: none"> • In <u>Native Son</u> how does Bigger Thomas' violence against his gang members reveal a deeply-rooted insecurity and fear of people? (analysis) • How does the term "manifest destiny" capture the essence of western expansion in the United States? (synthesis) • If the moon is full Aug. 17, July 18, and June 19, when will it be full in April? (inference)
<p>Level Three</p>	<p>Applying a principle Imagining Judging Evaluating Predicting Hypothesizing Speculating</p>	<ul style="list-style-type: none"> • Using the principle of commutative property, how can we find out the number of apple trees in an orchard having 15 rows, 5 trees each? (application) • Which of the characters in <u>Great Expectations</u> suffered the most? (judgment) • In <u>Catcher in the Rye</u>, how might Phoebe, years later, describe Holden to her children? (speculation)

Student Practice

Finally, we will utilize four base methods for student practice: Writing, Inquiry, Collaboration, and Reading (please see **Figure 1.16**). These strategies will be the primary foundations for how learning is developed and informally assessed throughout class.

Figure 1.16: Writing, Inquiry, Collaboration, Reading Chart

<p>W <u>Writing</u></p> <ul style="list-style-type: none"> • Pre-write • Draft • Respond • Revise • Edit • Final Draft • Learning Logs/Journals 	<p>I <u>Inquiry</u></p> <ul style="list-style-type: none"> • Costa’s Levels of Questions • Skilled Questioning • Socratic Seminars • Quick-write Discussion • Critical Thinking Activities • Writing Questions • Open-Mindedness Activities
<p>C <u>Collaboration</u></p> <ul style="list-style-type: none"> • Group Projects • Study Groups • Jigsaw Activities • Response/Edit/Revision • Groups • Collaborative Activities 	<p>R <u>Reading</u></p> <ul style="list-style-type: none"> • Survey, Question, Read, Recite, Review (SQ3R) • KWL (What I Know, What to Learn, Learned) • Reciprocal Teaching • “Think Alouds” • Reader Response • Graphic Organizers • Vocabulary Building

Within this framework, students will be held accountable for their learning in a variety of different ways. They will also be able to share that learning through a variety of modalities, therefore building both skill and will in student performance.

Curriculum Design

Marzano, a leading national expert on curriculum design, identifies several school-level factors of effective schools. These factors are researched-based strategies that provide guidance towards developing a strong curriculum supporting student performance and confidence in their abilities. Some of these strategies are outlined below in **Figure 1.17**.⁷⁸ The primary groups that are consistently executed at high levels in the most effective schools nationally are course curriculum, lesson design, and classroom management. When these three areas are implemented at high levels, schools can be sure that staff and students know where they are going and what they want to achieve, how they will get there, and what it will take in order to be successful. Having such clear expectations and goals in the form of an academic program supports a college preparatory mission and a strong academic environment.

⁷⁸ Marzano, Robert. (2001). *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Association for Supervision and Curriculum.

Figure 1.17: School-Level Factors of Effective Schools

School-Level Factors of Effective Schools	
<p>The most important components to ensure a rigorous education for students is to have a guaranteed and viable curriculum with a clear opportunity to learn for all students. This opportunity to learn must include the intended, implemented, and attained curriculum for students.</p>	
Classroom Curriculum Design	<p>Learning goals</p> <ul style="list-style-type: none"> • Teachers must know goals and plan instruction around these learning goals and articulate these to students • Teachers must specify aspects of content to be addressed <p>Transfer of knowledge</p> <ul style="list-style-type: none"> • Teachers structure classroom tasks to facilitate construction of meaning • Logical progression of content is key to mastery • Multiple exposure and complex interactions • Minimum of four exposures needed to integrate into existing knowledge base <p>Action Steps:</p> <ul style="list-style-type: none"> • Identify declarative and procedural knowledge in content which are focus of instruction • Present new content multiple times (variety of input modes and modalities) • Distinguish skills and processes students are to master • Present content in groups or categories that demonstrate the critical features of the content.
Instructional Strategies	<p>Elements of lesson design</p> <p>Anticipatory set Objective and purpose Input Modeling Checking for understanding Guided practice Ind. Practice</p> <p>Action Steps</p> <ul style="list-style-type: none"> • Teachers need instructional framework that considers 3 categories • Regular interval • Input experiences • Reviewing, practicing and applying
Classroom Management	<p>Establishing and enforcing rules and procedures Carrying out disciplinary actions Teacher and student relationships</p>

CCA SCHEDULE

Academic Calendar

In order to make certain the success of our mission, it is critical that students are given more time in the classroom.

Extended learning time is a strategy we will use to ensure that all students master the knowledge, skills, and mindsets necessary to realize this vision of success. This includes additional time in the critical areas that will help to determine the achievement of students in their continued education: reading, writing, and mathematics. In *Ten Steps to Doubling Student Performance*, Allan Odden states that schools that greatly improved and maintained high levels of student achievement “set aside a large amount of time for the most important subjects, particularly math and reading... nearly all districts and schools ‘protected’ instructional time for core elementary subjects, particularly mathematics and reading. The time when instruction was being provided for these subjects, especially at the elementary level, was buffeted from interruptions, intercom messaging, trips to the principal office, etc. Everyone in the Charter School knew that this time was to be used to provide instruction in reading and mathematics, period, and was to be used for nothing else.”⁷⁹ To accomplish this, Capitol Collegiate Academy will operate with an extended school day and year, as well as extended professional development for teachers to target individual student achievement.

Extended Professional Development

Capitol Collegiate Academy will also operate a longer year for teachers through over 20 full professional development days throughout the year in addition to shortened days once per week for three hour staff development sessions. This extended professional development time will allow teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement. Research regarding resource allocation and professional development indicates that extensive professional development time is one of the most critical components put into place by high-performing and improving schools.⁸⁰ Capitol Collegiate Academy will provide teachers with extended time monthly and significant time weekly to address professional development needs, as many teachers typically must engage in these efforts on their personal time and over the summer otherwise.

⁷⁹ Odden, A. (2009). *Ten Steps to Doubling Student Performance*. Corwin Press.

⁸⁰ Odden, Archibald, Fermanich, & Gallagher. (2002). A Cost Framework for Professional Development. *Journal of Education Finance*. Vol. 28, No. 1.

Collegiate Work (Homework)

Capitol Collegiate Academy will provide students with more time in school, as well as provide students with daily homework assignments to extend student learning outside of the school day. Students in all grades will receive homework, varying in length depending on grade level. All students will be held accountable for completing homework assignments, with homework focused on the reinforcement of material covered in class. These figures are generally in-line with the recommendations of the PTA.

Academic Calendar

Summer Teacher Professional Development

In order to prepare for the successful opening of Capitol Collegiate Academy, teachers will begin professional training on the first business day after July 31st each year for a three-week professional development block. This summer teacher session will reduce to three weeks in subsequent years, with the additional week added during the first year in order to address the one-time requirements and trainings necessary for year one of a new school.⁸¹ Teachers who are new to CCA will have an additional week for onboarding and support.

This professional development will be followed by 12 full days and an additional three hours per week of development time during the school year. Parent orientation will be the responsibility of school leadership in order to give teachers more time to plan for the start of the year. Family orientation will also give families the opportunity to bring their children to see and acquaint themselves with their new classrooms and school environment.

Daily Schedule

Capitol Collegiate Academy operates with the mission to prepare students in kindergarten through eighth grades to compete, achieve, and lead in college and in life. In order to achieve this mission, it is critical that Capitol Collegiate Academy provide its students with a focused and extensive literacy curriculum, targeted numeracy and mathematical skills in both math procedures and problem solving, and access to a standards-based science and social sciences curriculum. Additionally, in voluntary compliance with **Education Code Sections 51210** and **51222**, students in grades one through six will receive 200 minutes and students in grades seven and eight will receive 400 minutes of physical education every ten days.⁸²

⁸¹ The importance of extended professional development time before the start of the school year as well as during the school year are outlined explicitly in: Odden, A. (2009). *Ten Steps to Doubling Student Performance*. Corwin Press. This text pushes the importance of professional development hours and strategic placement of those hours as critical components of teacher performance in urban schools.

⁸² <http://www.cde.ca.gov/be/st/SS/documents/pestandards.pdf>.

Capitol Collegiate Academy will operate with an extended school day to accommodate these academic needs. A typical school day will extend from 8:00 AM when classes begin for students until 3:30 PM for students through grade four and until 4:00 PM for students in grades five through eight.⁸³ Students in first through grade four will have the opportunity to remain at school until 5:00 PM if their parents would like additional tutoring time for them. On Wednesdays, dismissal for all students will be at 2:00 PM to allow for professional development and collaborative planning time.

Figure 1.18 provides a sample schedule for students at Capitol Collegiate Academy. This plan reflects students in Kindergarten through grade eight, or when the Charter School is fully enrolled. Monday, Tuesday, Thursday, and Friday follow a common schedule with Wednesday shortened to accommodate staff development.⁸⁴

⁸³ Paulson, Amanda. (November 1, 2009). "Will a longer school day help close the achievement gap?" *Christian Science Monitor*. This article highlights the tremendous gains in student achievement that schools with longer school days have developed. These gains significantly outperform surrounding schools, and the article argues that longer school days with more rigorous curriculum may be the reason why.

⁸⁴ Drawing on a best practice used by many high performing urban charter schools, Capitol Collegiate will have a modified scheduled every Wednesday to allow for staff professional development. These staff development sessions will cover data analysis, instructional feedback, collaboration, co-planning time, and school culture and management strategies. All students will formally begin school at the regular time and depart at 2:00pm on Wednesdays.

Figure 1.18: Sample Schedule

MTRF	TK	Kindergarten	First Grade	Second Grade	MTRF	3rd - 5th Grades
7:00 - 7:15	Centers (7:50)	SMART Work & Morning Routine	SMART Work & Morning Routine	SMART Work & Morning Routine	7:00 - 7:15	DEAR & Morning Activities
7:15 - 7:30		Breakfast	Breakfast	Breakfast	7:15 - 7:30	
7:30 - 7:45					7:30 - 7:45	
7:45 - 8:10	Breakfast (8:05)	Community and Pos. Action	Community and Pos. Action	Community and Pos. Action	7:45 - 8:00	Community
8:10 - 8:45	Community (8:20)	Handwriting and Writing	Handwriting and Writing	Handwriting and Writing	8:00 - 8:15	Writing
	Lit Block 1A (8:20 - 8:55)				Lit Block 1A: RC/GR, RM, or Computer ELA	
8:45 - 9:00		Lit Block 1B (8:55 - 9:30)	Lit Block 1B: RC/GR, RM, or Computer ELA	Math Meeting		Lit Block 1B
9:00 - 9:15	Recess/Prep				Lit Block 1C: RC/GR, RM, or Computer ELA	
9:15 - 9:30		Math Meeting (10:10-10:30)	Recess/PE	Recess/PE		Recess/PE
9:30 - 9:45	Math Rotation 1				Math Story Problem	
9:45 - 10:00		Math Rotation 2	Math PS	Lit Block 1B		Math Meeting
10:00 - 10:15	Lunch				Math Meeting	
10:15 - 10:30		Rest	Lunch	Lunch		Lunch
10:30 - 10:45	Read Aloud				Read Aloud/ DEAR	
10:45 - 11:00		Writing	Small Group Reading Intervention	Small Group Reading Intervention		Small Group Reading Intervention
11:00 - 11:15	Centers / Small Intervention Groups & End of Day				PE	
11:15 - 11:30		Character Ed	Social Studies and Science	Enrichment		Intervention
11:30 - 11:45	PE				Enrichment / Community	
11:45 - 12:00		Writing	Small Group Reading Intervention	Small Group Reading Intervention		Small Group Reading Intervention
12:00 - 12:15	Centers / Small Intervention Groups & End of Day				PE	
12:15 - 12:30		Character Ed	Social Studies and Science	Enrichment		Intervention
12:30 - 12:45	PE				Enrichment / Community	
12:45 - 1:00		Character Ed	Social Studies and Science	Enrichment		Intervention
1:00 - 1:15	PE				Enrichment / Community	
1:15 - 1:30		Character Ed	Social Studies and Science	Enrichment		Intervention
1:30 - 1:45	PE				Enrichment / Community	
1:45 - 2:00		Character Ed	Social Studies and Science	Enrichment		Intervention
2:00 - 2:15	PE				Enrichment / Community	
2:15 - 2:30		Character Ed	Social Studies and Science	Enrichment		Intervention
2:30 - 2:45	PE				Enrichment / Community	
2:45 - 3:00		PE	Enrichment / Community	PE		Enrichment / Community
3:00 - 3:15	PE				Enrichment / Community	
3:15 - 3:30		PE	Enrichment / Community	PE		Enrichment / Community

ADDITIONAL SUPPORTS FOR TARGETED STUDENTS

Plan for Serving Academically High-Achieving Students

Capitol Collegiate Academy's structured learning environment and academic program are designed to promote and support student achievement. Whether a student enters Capitol Collegiate Academy several grade levels behind or with advanced academic standing, we believe all students should receive the support needed to reach their personal bests, all potentially reaching mastery of the content at various points in the year. We will provide that support to advanced students, just as we will provide support to students who struggle with mastery.

Using assessment data, we will identify our academically high-achieving students and ensure that the curriculum and pace of instruction is challenging enough to accelerate their learning. The use of flexible ability grouping will allow differentiation in the pace of instruction for students with different academic needs, without separating materials covered in class. Students who are reading above grade level, for example, will participate in a reading seminar of advanced texts and textual analysis in place of the decoding class. Students who excel in math and science may receive special projects in place of subject material that has already been mastered. In social sciences, advanced students may work with primary sources or complete analytical activities on pieces of historical evidence or read more advanced texts. Just as individualized instruction after school may be used for students who are struggling, the same basic principles of differentiation can be applied to advanced students. Additionally, students will be able to access advanced content in their favorite areas during enrichment class.

If these accommodations are insufficient, the Director of Curriculum and Instruction will work with teachers to provide additional support for those students who require it. Reviewing each student individually, we will ensure that we are making the best accommodations for academically high achieving students in order to best meet their academic needs.

Plan for Serving Academically Low-Achieving Students

Using assessment data as well as classroom observations and family conference data, we will identify our academically low-achieving students and ensure that the curriculum and pace of instruction is supported enough to accelerate their learning. The use of flexible ability grouping will allow differentiation in the pace of instruction for students with different academic needs, without separating materials covered in class. Students who are reading below grade level, for example, will participate in leveled guided reading groups and will also have access to in-class tutoring supports in small groups through the use of instructional assistants assigned for each grade. Reading blocks also have two teachers in the room, providing for differentiated groupings. Students who perform below grade level in

math and science will receive additional tutoring opportunities in class, within small groups. Additionally, students will have access to individual and small group supports and instruction/tutoring in the afterschool program. Here, students receive homework help as well as additional instructional time for difficult concepts.

Finally, there is a block built into the daily schedule that provides for 30 minutes of instructional support and review time, focusing on areas that were challenging for students or concepts that would benefit from additional review.

If these accommodations are insufficient, the Director of Curriculum and Instruction will work with teachers to provide additional support for those students who require it. Reviewing each student individually, we will ensure that we are making the best accommodations for academically low achieving students in order to best meet their academic needs.

Plan for Serving English Learners ⁸⁵

As a school located in South Sacramento, Capitol Collegiate Academy expects a significant number of English Learners (“EL”). Based on the population of elementary and middle schools in the proposed school area, approximately 20% of students are EL. It is imperative to the mission of the Charter School that this population of students achieves at the same level as any other subgroup.

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

**Capitol Collegiate participated in administration-level professional learning around supporting ELLs and in implementing SEI and a strong ELD curriculum during the 2014-15 school year. We provide regular professional development to staff and are currently implementing a Structured English Immersion program in alignment with this formal training.

Compliance, Student Identification, and Support Services

Capitol Collegiate Academy will serve its EL students in accordance with all applicable Federal Laws and Regulations and in compliance with California state law.

⁸⁵ Many of these strategies are best practices used by traditional and charter public schools. The California Department of Education endorses these best practices on their website: <http://www.cde.ca.gov/be/st/ss/documents/eldstandards.doc>. These strategies represent potential tools we will use in our instruction of students.

The instructional staff of Capitol Collegiate Academy will adhere to the following plan with EL students:

- Upon enrollment into the Charter School, all students will receive a home-language survey of languages spoken in the home.
- Students whose dominant language is not English will receive assessment of English proficiency including the CELDT.
- Capitol Collegiate Academy will report the number of EL students attending the Charter School to the District and the state.
- Educational Programs will be responsive to these specific needs and in compliance with state and federal guidelines.
- Capitol Collegiate Academy will make adjustments to this plan as needed, in the best interest of each student's achievement.

The primary objective for all services delivered to EL students at Capitol Collegiate Academy is to provide a structured support system to help students gain English proficiency. We want all students to gain full access to the curriculum as soon as possible and will adopt the best and most proven strategies to help them do so. The curriculum and support provided to these students will be selected primarily on the basis of quickest acquisition of English.

Because a variety of languages may potentially be spoken at the Charter School as a result of the rich diversity of the area, Capitol Collegiate Academy will not specifically target any one language in the curricular program. Instead, we will respect the home language of all students and appreciate the strong heritages from which they originated. In order to reach our goals of strong English proficiency we will provide a developmentally appropriate approach to English.

Identification of Limited Proficiency Students

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment⁸⁶ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

⁸⁶ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Instructional Practices for English Learners

Capitol Collegiate Academy will educate all EL LEP students in Structured English Immersion (“SEI”) classrooms. Additionally, EL and LEP students will have access to tutoring and instructional support in the afternoons and as needed.

SEI has repeatedly been shown to be the most effective way of ensuring that LEP students master English and meet high academic skill and content standards:

Two years after the passage of California’s proposition 227 (mandating SEI classes) the Institute for Research in English Acquisition and Development (“READ”) concluded LEP students had improved in all subjects due to the elimination of bilingual education and implementation of structured immersion. Further, the greatest gains were made in school districts that implemented the most intensive English-immersion programs (Amselle & Allison, 2000). Although LEP students in all grade levels showed improvement, the younger students seem to have benefited most from English immersion. This corresponds to the results reached by Johns Hopkins University linguists. (Brownlee, 1988)⁸⁷

Time on task has long been recognized as an important contributor to academic success because learning is partly a function of the time spent engaged in a task. Further, Goldschneider and DeKeyser (2005) conducted a meta-analysis that combined data from children and adults to determine how much of the total variance in ESL functor order can be accounted for by a combination of five factors: perceptual salience, semantic complexity, morphophonological regularity, syntactic category, and frequency. The researchers concluded that these five factors account for a large percentage of the variance in order of acquisition of grammatical structure, suggesting that perceptual salience is critical and the primary ask of teacher in this arena is to make the functors more salient and bring them to the learner’s consciousness. This supports the structure of our program, as outlined below in reference to SEI and ELD curriculum, and supported by Saunders, Foorman, & Carlson (2006) to have identified blocks of time for this direct instruction.

SEI provides a more structured approach to learning English and blends English grammar and vocabulary instruction with the teaching of content.⁸⁸ Federal law expects school programs for EL students to be based on sound educational theory, to provide EL students the opportunity to participate with the other students in the educational

⁸⁷ *Structured English Immersion, A Step-by-Step Guide for K-6 Teachers and Administrators*, by Johanna J. Haver, p.xi, 2003.

⁸⁸ *Ibid.* p. xv.

offerings, and to show evidence of producing academic success.⁸⁹ As a result, our SEI program is designed to:

- mainstream all EL students;
- accelerate achievement through the program’s focus on teaching English to learners from the beginning;
- ensure that academic progress is continuous; and
- continually assess EL students’ academic progress.

Structured English Immersion Classroom Content

The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD). ELD is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there are some obvious connections to English language arts instruction, ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates.

In this program, EL students receive the same academic material as those students who are native speakers of English. All classroom instruction takes place in English. However, the level of English used for written and spoken instruction is modified appropriately for EL students with the stated purpose of holding every student to high academic standards. In this regard, we will not pull EL students out of core subjects for English support, nor will EL students be excluded from any extracurricular activity based on their English proficiency.

All EL students are in their regular classrooms for instructional time. Our classes are structured with teacher-center direct-instruction programs, which are geared to all literacy learners, especially EL students. In addition, EL students have tutoring time in small like-skilled groups, homework tutors in the afterschool program, and adequate homework time.

Some additional instructional strategies that we will use include:

Checking students’ comprehension of the content: ○ Use sentence strips	Helping ESL students adjust to the classroom:
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⁸⁹ Ibid.

<ul style="list-style-type: none"> ○ Set up dialogue journals between teacher and student ○ Plan activities using role play and drama ○ Use student reading log ○ Use Cloze exercises ○ Write summaries ○ Encourage students to write headlines ○ Write character diaries ○ Have students present information with illustrations, comic strips, or other visual representations ○ Allow students to provide answers and explain processes instead of you telling them 	<ul style="list-style-type: none"> ○ State / display language, content and metacognitive objectives ○ List instructions / process steps and review orally ○ Present information in varied ways (oral, written, demonstrations, with tangible objects) ○ Frequently summarize key points ○ Repeat and paraphrase important terms ○ Provide Word Wall with vocabulary for unit/ chapter ○ Have students maintain notebook ○ Have student maintain learning log for metacognitive strategies ○ Allow sufficient response time
<p>Adjusting teaching style:</p> <ul style="list-style-type: none"> ○ Develop a student centered approach ○ Speak a little more slowly (not louder □), use shorter sentences, and avoid idioms ○ Increase the percentage of inferential and higher order thinking questions ○ Provide correction for language errors by modeling, not overt correction ○ Use cooperative learning ○ Incorporate peer tutoring ○ Use the Writing Process ○ Explicitly connect learning to students' knowledge and experience ○ Take time to preview and explain new concepts and vocabulary before starting instruction ○ Use questionnaires / interviews 	<p>Motivating students and providing background knowledge:</p> <ul style="list-style-type: none"> ○ Use Semantic Webbing and graphic organizers ○ Use Anticipation Reaction Guides ○ Have students brainstorm, then record responses on overhead before starting lessons ○ Use realia, maps, photos, and manipulatives ○ Do activities where students can interact and move around ○ Have students do hands-on activities ○ Do demonstrations ○ Use CDs, cassettes and videotapes with books ○ Use a variety of groupings so that ESL students can interact with different classmates ○ Provide students with outline of lesson and questions that will be asked beforehand so they have an opportunity to process information and participate more readily ○ Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures.

Specific Highlights of the Program for English Learners and English Language Development (“ELD”)

Capitol Collegiate continues to work to fully incorporate the California ELA/ELD Framework, as adopted by the State Board of Education at the July 9-10, 2014 meeting. In alignment with the framework outlined by the American Educational Research Association, and as described in this section, we have incorporated each of the major components for effective reading instruction: word recognition, vocabulary

development, reading comprehension, and speech. We have already incorporated the following best practices (and have historically included), in direct alignment with the Framework:

When Instruction Occurs:

- ELA/ELD integrated instruction will occur throughout our normal literacy program. We believe that the best practices for ELD are also best practices for many students who enter school academically behind, with a limited vocabulary, and/or with limited language skills. The vast majority of Capitol Collegiate students enter the school with this limited skill set. By incorporating these practices into the traditional ELA blocks, our EL students do not miss any core instruction.
- Further instruction occurs in the afternoon four days per week, in a 30-minute literacy review and support block. This block of time allows the teacher to divide students into groups based on ELA/Literacy needs and to provide specific instruction targeted to those needs. During this block, phonics, comprehension, and additional ELD content is incorporated together based upon the data from weekly student assessments.

Instructional Leads:

- ELL students will receive core ELA and Reading instruction from their primary classroom teacher.
- ELL students (and all students) receive phonics instruction from both the primary classroom teacher as well as the grade-level co-teacher.
- Remediation and review blocks in the afternoon will be led by both the primary classroom teacher as well as the grade-level co-teacher. This allows for smaller and more targeted instructional groups. The primary classroom teacher is responsible for the lower performing group(s), as well as the majority of our ELL students.

Connection to Core Content

- Capitol Collegiate firmly believes in an aligned and integrated approach to ELD and ELA instruction. Please see below for some examples that currently occur in our classrooms:
- During Read Aloud instruction, which occurs daily for 30 minutes, the primary classroom teacher conducts an interactive read aloud, and further incorporates academic vocabulary instruction that is specifically tied to the story. This is noted in both the long term plan, as well as in notes that are taped to the back of the book. Vocabulary words are tied to the story, publicly posted with visual representation, and additionally tied to physical responses (Total Physical Response) in the younger grades. We also use a program called Text Talk to support language and vocabulary development. A snapshot of a sample lesson plan is included below.
- Once the students enter second grade, Capitol Collegiate offers a specific grammar and vocabulary block at least three times during the week. This block

teaches students about the grammar rules, but more importantly breaks down different types of sentences and helps students to understand how to apply correct academic grammar in their writing and in their oral responses. As the grades progress, this content becomes more specific and challenging, incorporating parts of speech, types of nouns and verbs, sentence structure, syntax and diction, etc.

- In guided reading, students are provide with small group instruction that gives both the teacher and the student the opportunity to delve deeper into specific parts of a text or an oral response. This work often includes close reading of specific passages, discussion on content, written discussion through notebooks, and analyses of Common Core and ELD aligned content such as character motivation.
- The following best practices are integrated throughout our ELA instructional model, which again includes Read Aloud, Silent Reading, Guided Reading in fictional and informational texts, ELA content instruction, Vocabulary and Grammar block, literacy remediation and review, and writing: building foundational skills and content knowledge (ELA instructional block), ensuring the learning is meaningful for all students through small group and targeted instruction (guided reading), developing language, grammar, and vocabulary skills (Vocabulary and Grammar block), and effective expression of learners (guided reading, writing, remediation blocks). Please reference the sample long term plan and lesson plans provided in the appendix for more information on what is covered in some of these lessons. Please also note that in our guided reading lesson plans, we target questions specific to the needs of individual students and list their names next to the questions to ensure that we are providing supports where they are most needed and balancing engagement. Those names have been removed from any samples to preserve the anonymity of our students.
- Throughout instruction the following practices are also often included: word walls, index flash cards, choral reading and response, sentence scrambles, vocabulary matching tea parties, mapping, visuals, the use of questioning strategies based on student production levels, labeling text and pictures, modeling correct language, allowing processing time, and having picture talks.



Capitol Collegiate Lesson Plan – Text Talk

"The man who does not read good books has no advantage over the man who can't read them." – Mark Twain

TEACHER	Terry	BOOK TITLE	The Principal's New Clothes	UNIT NUMBER	Unit 1
DATE	Day 3	AUTHOR	Stephanie Calmenson	GENRE	Vocabulary

WOW WORDS and KEY VOCABULARY

Delicate – not very strong
 Drafty – a place with a cold wind blowing through it
 Rave – talk about how special something is
 Trickster – play jokes on people

Before Reading/Pre-Planning	OBJECTIVE(S)
	<ul style="list-style-type: none"> SWEAT respond to open-ended questions about the story.
	COMPREHENSION STRATEGY (BOYLES)
	<ul style="list-style-type: none"> Figuring Out – summarizing
	GRAPHIC ORGANIZER(S)/Materials
	<ul style="list-style-type: none"> Text Talk post-its Vocabulary words on sentence strips with definition
During Reading	HOOK and OPENING (Time: 3 minutes)
	<ul style="list-style-type: none"> Show students the cover of <u>The Principal's New Clothes</u>. Today we are going to read <u>The Principal's New Clothes</u> by Stephanie Calmenson. This book is based on an old tale called <u>The Emperor's New Clothes</u>. The original tale was about an emperor, not a school principal. Why do you think the man and woman on the cover are measuring the principal? How do you know?
	MODELING (I DO) AND COMPREHENSION DISCUSSION (WE DO) (Time: 17 minutes)

- Fg. 7: What do we know about Mr. Bundy so far?
- Fg. 8: Here is our first vocabulary word, trickster. A trickster is someone who plays jokes on people. Say 2 times. A trickster is _____ (someone who plays jokes on people).
- Fg. 9: What's been happening at the beginning of the story?
- Fg. 10: Why did Moe look to his left and right and then whisper to Mr. Bundy? How do you know?
- Fg. 10: What's supposed to be special about the cloth? How do you know?
- Fg. 10: Why would Mr. Bundy want a suit made of this cloth?
- Fg. 13: What did Moe mumble? Why did he mumble that? How do you know?
- Fg. 14: What's happening now? How do you know?
- Fg. 16: What is Mr. Bundy worried about? How do you know?
- Fg. 16: Why does Mr. Bundy send Ms. Moore to have a look? How do you know?
- Fg. 18: why can't Ms. Moore see anything? How do you know?
- Fg. 20: What did Ms. Moore say to Mr. Bundy? Why?
- Fg. 20: Why did Ms. Moore hurry away before Mr. Bundy could ask more questions? How do you know?
- Fg. 21: Hmm, I wonder how Mr. Bundy will try to find out more about his suit.
- Fg. 21: Let's talk about the story from the beginning to where we are now.
 - Use prompts below as needed:

Assessing the Progress of ELL Students:

- ELL students will take the same assessments as all other students in the school. Outside of CELDT, ELL students will not be subjected to additional assessment, as the current suite of assessments used provides targeted information for areas of growth and support.
- ELL students will take the STEP literacy assessment, followed by Fountas and Pinnel (when they have surpassed the maximum bands of STEP). These assessments provide specific breakdowns of a student's phonics mastery, writing, vocabulary, oral language, as well as comprehension in fact, inference, and critical-thinking based questions. This information is used to support guided reading groups and instruction.
- ELL students will take Reading Comprehension assessments (unit tests). This information will support teacher understanding of student content knowledge and interpretation.
- ELL students will take the Terra Nova and Terra Nova-aligned interims and benchmarks. These assessments are aligned to the standardized assessments taken at the end of the year, and have tracked strongly to end of year actual performance. This information is used to support small group instruction in the afternoon.
- ELL students have data taken weekly on their phonics progress. Either the Principal or the DCI comes into the room weekly to track the data on student accuracy, rate, sound development, and comprehension in phonics based instruction. This allows the teacher to focus on the instruction in the classroom, later receiving the data and being able to discuss changes and implications for some students.
- ELL students will participate in weekly guided reading blocks that assess oral reading, silent reading comprehension, rate, accuracy, vocabulary, summary skills, and discussion abilities. These are tracked through running teacher note records, translated into data, compared with other data points, and used to determine student knowledge, growth, and gaps.

Professional Development:

- Teachers receive professional development specifically aligned to ELL and ELD. This professional development occurs in three primary blocks: summer PD, Wednesday PD, and external opportunities.
- Each summer, teachers have approximately three weeks of professional development. Part of the sessions scheduled each year are targeted to best instructional practices for ELL students, as described above and in alignment with the grade-specific strategies outlined in the ELA/ELD framework approved by the CA State Board of Education. All teachers are required to attend this session. Content covered includes best instructional practices, looking at data, setting expectations, and resources for support. Instructional practices include the inclusion of ELD content in ELA plans (ensuring that materials provide systematic opportunities for students to read complex texts with fluency, help teachers plan substantive academic discussions, use

- multimedia and technology to deepen attention to evidence and texts, and embrace significant grammar and language conventions, as detailed above)
- Throughout the year, the School provides professional development specific to the needs of many populations in the school community, ELL students being one of them. In prior years, the School has provided professional development on incorporating ELD instruction into the reading and writing curriculum in a way that meets the current needs of students; development on understanding the reading and literacy curriculum based on student needs; data drill-downs based on subgroups with the development of individualized student plans for ELL students; and engagement strategies for ELL students in literacy/ELA/ELD blocks.
 - Finally, Capitol Collegiate sends teachers to external professional development. Last year, CCA was represented at the SCUSD district-wide teacher professional development specific to ELL/ELD instruction. The best practices and strategies shared at that presentation were brought back to the school, shared at Wednesday PD, and incorporated into the long-term and lesson plans at the school. CCA teachers and staff have also participated in professional development specific to ELA and Literacy and how we can best support subgroups such as ELLs with organizations such as Uncommon Schools, Building Excellent Schools, and individual contractors.
 - Capitol Collegiate regularly communicates and shares best practices with other schools serving similar populations. The Principal is able to learn from what is working in other locations and bring that information back to the school. As an example, the school used one of its full-day PD days to visit a school in San Francisco, which served over 70% ELLs, in order to see instruction, discuss best practices and strategies, review potential ideas for the ELD/ELA curriculum integration, and build connections for future ideas and sessions.

Outcomes:

- ELL students at Capitol Collegiate, on average, score significantly higher than the national average on the Terra Nova (for all students).
- Compared to similar schools, ELL students at Capitol Collegiate perform higher on the Terra Nova than other ELL students.
- CELDT scores for Capitol Collegiate show that ELL students are improving at a rate that is faster than state expectations.
- Capitol Collegiate data shows that the vast majority of ELL students are proficient or advanced, and that there is little to no achievement gap in terms of performance.
- Capitol Collegiate appreciates the continued district acknowledgement of this success and track record with our ELL community.

Assessment, Monitoring, and Exit Criteria for Students

Students identified as EL will be assessed on at least an annual basis to determine their progress in English proficiency. These students will take the CELDT test annually until they are reclassified as fluent English proficient (“RFEP”). After reclassification, they will be closely monitored to ensure ongoing proficiency.

Reclassification Procedures

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

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

Staffing Plan for English Learners

Capitol Collegiate Academy will make every effort to recruit and hire teachers for our EL population. This effort will focus on hiring teachers who speak the predominant languages of those spoken by EL and LEP students, as well as hiring for all areas required by the California Commission on Teacher Credentialing (“CTC”). This will allow education staff to provide stronger instruction within the immersion classroom as well as better enable the Charter School to communicate with parents. Teachers who require it will be certified with English learner authorization to work with English learners.

Finally, Capitol Collegiate Academy will comply with all provisions outlined in Title III – Language Instruction for Limited English Proficient and Immigration Students. This includes a letter for parent notification (notifying of English proficiency status and program placement) and reporting requirements.

We will use the standard template from the California Department of Education website for this notification.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

We will adhere to all state and federal recommendations and guidelines pursuant to English Learners.

In accordance with the recommendations of SCUSD staff in the 2014-15 school year, CCA leadership participated in formal SEI training and created a structured plan for ongoing staff professional learning in this area. Further, we had our lesson plan templates reviewed to ensure alignment with best practices. Finally, we measured the success of our English Language Learners, especially in comparison to other ELLs as one of the most critical ways to measure the outcome success of our program – our ELL outperform other ELLs, providing validation of our current practices and rationale for the improvements we will continue to make. We appreciate the support of SCUSD staff members in developing these strategies and programs in conjunction with the Charter School over the last several years.

Serving Students with Disabilities

Capitol Collegiate Academy is a tuition-free public school determined to offer a high-quality education to all of our students, including those with identified special needs. The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). In the same way that we research best practices for meeting the needs of our high-achieving, EL, and low-achieving students, we believe that students with special needs will also benefit from a structured curriculum.

The Charter School will be its own local educational agency (“LEA”) for purposes of special education in accordance with Education Code Section 47641(b), and CCA is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

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

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

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

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

Capitol Collegiate Academy will offer special education instruction and designated services, in accordance with an individualized education program (“IEP”) or 504 Plan.

When necessary to screen a student to determine whether a child’s academic, behavioral, or other difficulties may be related to a disability, the student shall first be referred to the Student Study Team (“SST”) and parents shall be notified. If the SST process determines that general education services are not sufficient for meeting the needs of the child, the team shall make a referral for special education evaluation.⁹⁰

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature

of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

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

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

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

Capitol Collegiate Academy will provide students with disabilities with a Free and Appropriate Public Education (“FAPE”) within the Least Restrictive Environment (“LRE”). We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act (“IDEIA”), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”). Likewise, we will fully comply with additional regulations and policies of California. Capitol Collegiate Academy will submit an annual report to the District and the California detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting.

Special Education Program Structure (including instruction and support of students with special needs)

Our special education program will be spearheaded by the certified Special Education Coordinator who will be directly responsible for ensuring that Capitol Collegiate Academy is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student’s removal. In exceptional circumstances, when it is critical to a student’s academic progress, the Charter School may utilize pull-out services to aid the student’s academic success. Education Specialists will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SPED Coordinator, SPED teachers and/or the Head of School on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students’ Individualized Education Plans (“IEPs”). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy

services will be provided (either by Capitol Collegiate Academy certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined below.

Operational Year	Anticipated SPED Population	Projected Staffing Needs
2015-2016	30 students	2 SPED Teachers, 5 Instructional Aides
2016-2017	36 students	3 SPED Teachers, 6 Instructional Aides

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed. These resources include: (1) Special Education Cooperative; and (2) End to End Solutions for Special Education in California. Such organizations will allow Capitol Collegiate Academy access to additional special education service providers such as speech and language therapists, occupational therapists, and counselors as needed.

Staffing

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

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

Notification and Coordination

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

Identifying Students with Special Needs and Referral

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

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

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians or special education faculty believe a disability may exist, the student will be referred, by the assigned team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Capitol Collegiate Academy. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be given to the student's parents. The Special Education Coordinator and the Head of School will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Capitol Collegiate Academy will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually.

Assessments

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

All assessments and evaluations will be repeated at least once every three years. For further details on the "Referral, Assessment, and Placement" process, timelines, and legal compliance for special education services please see pages 1 – 42 of EDCOE Charter

SELPA Procedural Guide as well as EDCOE CAC Parent Handbook (available in both English and Spanish) in the Appendices.

IEP Meetings

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Accommodation Strategies for Teaching Special Education

- Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions.
- Use an overhead projector with an outline of the lesson or unit.
- Reduce course load for student with learning disabilities.
- Provide clear photocopies of your notes and overhead transparencies, if the student benefits from such strategies.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Provide a detailed course syllabus before class begins.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue words.
- Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the chalkboard.
- Eliminate classroom distractions such as, excessive noise, flickering lights, etc.
- Outline class presentations on the chalkboard or on an overhead transparency.
- Outline material to be covered during each class period unit. (At the end of class, summarize the important segments of each presentation.)
- Establish the clarity of understanding that the student has about class assignments.
- Give assignments both in written and oral form.
- Have practice exercises available for lessons, in case the student has problems.
- Have students with learning disabilities underline key words or directions on activity sheets (then review the sheets with them).
- Pace instruction carefully to ensure clarity.
- Present new and or technical vocabulary on the chalkboard or overhead.
- Provide and teach memory associations (mnemonic strategies).
- Support one modality of presentation by following it with instruction and then use another modality.
- Talk distinctly and at a rate that the student with a learning disability can be follow.
- Technical content should be presented in small incremental steps.
- Use plenty of examples, oral or otherwise, in order to make topics more applied.
- Use straight forward instructions with step-by-step unambiguous terms. (Preferably, presented one at a time).
- Write legibly, use large type; do not clutter the blackboard with non-current / non-relevant information.
- Use props to make narrative situations more vivid and clear.
- Assist the student, if necessary, in borrowing classmates' notes.
- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, but has the same or similar learning objectives.

- Announce readings as well as assignments well in advance.
- Offer to read written material aloud, when necessary.
- Read aloud material that is written on the chalkboard and on the overhead transparencies.
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented.
- Suggest that the students use both visual and auditory senses when reading the text.
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text.
- Encourage students to practice using technical words in exchanges among peers.

Professional Development of Faculty

Professional training and development for faculty involved with the education of students with disabilities will include the following: the referral process to the Special Education Coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our summer orientation for teachers, training will include specific focus on supporting our special education students, and ongoing weekly faculty development will allow for support of teachers providing accommodations and modifications in support of students' IEP goals.

Strategies for providing intensive academic support

The founders of Capitol Collegiate Academy are well aware of the hard work and dedication that achieving the level of academic achievement we expect will require. We believe that success is a direct result of hard work and effort, and that hard work and effort must be developed and supported through all components of the Charter School's academic program and student supports. Simultaneously, we realize that a large percentage of students who enroll in our school will enter with skills that are substantially below grade level. Our focus on core mastery of skills in the seventh grade, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our academic programming is designed to provide intensive remediation in core subjects and skills that many of our students may lack. This school design serves as a long-term solution to an immediate problem. However, we are aware that even with our school design some students will require even more targeted intervention. Our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college.

Serving Socio-economically Disadvantaged Students

Based on the state reports on local schools, the 2000 Census, and the SCUSD website, we anticipate that approximately 90% of our students will qualify for free and reduced lunch. We based the design and structure of our school on successful urban schools that serve similar populations of students. We believe that socially disadvantaged students can achieve at the same level as any other group of students with a more extensive system of supports. We will offer a multitude of these supports to meet the needs of this group.

We will work to meet the social needs of students and will also consider the financial burdens that schools can place on families in regard to uniforms, school supplies, field trips, etc. We will work with families to accommodate these economic needs. We do not, however, expect to make specific instructional modifications for students from low-income homes outside of a homework center.

Serving Foster and Homeless Youth

Capitol Collegiate Academy considers the well-being and education of this group of students pivotal to our core mission and vision. In educating this group of students, CCA recognizes the additional supports that must be in place in order to ensure these students access the curriculum and feel fully supported in a welcoming environment. CCA has set-up a regular series of meetings with all case workers, above the state mandated requirements, ensures regular communication to all legal parties involved, and requests classroom visits and observations by all adults in the child's life to reflect to the child his or her importance and supports. CCA has also worked with local agencies to provide resources for families to access. Further, CCA provides for busing for students who may be transient or homeless that reaches greater South Sacramento. To date, over 50% of this group of students has accessed our free transportation system.

ELEMENT 2 - Measurable Student Outcomes

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 schoolwide 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, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Student Outcomes Aligned With the State Priorities

Figure 2.1: CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUB-PRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUB-PRIORITY	At least 95% of teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area(s) and for the pupils that they are teaching.
ACTIONS TO ACHIEVE GOAL	CCA will require that all teaching applicants produce the appropriate credentials at the start of the school year, before they begin their teaching assignments. These records will be verified through CCTC and kept on file.
MEASURABLE OUTCOME	CCA will measure success of this outcome by identifying the credential status of all applicable teaching staff.
METHODS OF MEASUREMENT	The percent of teachers with the appropriate credentials, when applicable.

SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students have access to standards-aligned instruction materials pursuant to Education Code section 601119.
ACTIONS TO ACHIEVE GOAL	CCA will purchase instructional materials at the start of the school year that are aligned to the standards and/or develop instructional materials on the basis of current standards. Each year, administrative staff will inventory the current instructional materials, by grade and content area, to ensure that there are sufficient materials for enrolled students, aligned to the most current set of state standards.
MEASURABLE OUTCOME	100% of core content areas have instructional materials aligned to the standards; 100% of students have access to instructional materials.
METHODS OF MEASUREMENT	Annual inventory of instructional materials, by grade and content area.
SUB-PRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	The school facilities are maintained in good repair pursuant to Education Code section 17002(d).
ACTIONS TO ACHIEVE GOAL	CCA operates out of a district facility, and the caretaking of that facility is outlined within the FUA. CCA will continue to ensure consistent custodial services are provided daily at the school, while the remainder of the facility caretaking is outlined within the FUA.
MEASURABLE OUTCOME	CCA is cleaned each school or professional development day. CCA will report any issues related to the facility directly to the district within 48 business hours.
METHODS OF MEASUREMENT	The percent of operational days when the facility was cleaned; the percent of facility related issues that are reported to the district within 48 business hours.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUB-PRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	CCA will implement academic content and performance standards adopted by the state board for all pupils in all content areas, including English learners.
ACTIONS TO ACHIEVE GOAL	Specific and detailed actions are listed throughout Element 1. The school will adopt curriculum and/or develop internal curriculum that is 100% aligned to state standards. All long term plans, curriculum maps, and core content lesson plans will be reviewed by administration and teacher-leaders.
MEASURABLE OUTCOME	100% of state standards adopted within the curriculum being taught to students, and accessed by all students.
METHODS OF MEASUREMENT	Annual inventory of the long-term plans, by grade and content area, to determine the percent of state adopted standards being taught.
SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	100% of English learners will have access to a broad course of study that includes all of the subject areas described in Education Code section 51210, that

	includes the same access as non EL students, in addition to supplemental services that may be necessary (as described in Element 1).
ACTIONS TO ACHIEVE GOAL	Specific and detailed actions are listed throughout Element 1. EL students will fully participate in the same course of study as non EL students at the school.
MEASURABLE OUTCOME	85% of EL students will be proficient and/or demonstrate growth on the scale score of the CAASPP in English and math.
METHODS OF MEASUREMENT	The percent of core courses that EL students have access to, compared to their English-only peers; the proficiency growth rates of EL students
SUB-PRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUB-PRIORITY	98% of EL students will become English proficient after three years of enrollment at the school.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional services to support their development of the English language. They will also receive all standard instruction in the English language, with modified supports, as needed. Finally, the school will work to ensure that there are staff members on campus who either speak the language of EL students or who have additional or supplementary certifications to support English development.
MEASURABLE OUTCOME	100% of course instruction will occur in English; 100% of students who require modifications (including small group instruction and differentiated supports), will receive such accommodations in English and math. 98% of students will become English proficient within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT.
METHODS OF MEASUREMENT	The percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	CCA will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that at least 90% of parents attend or are involved in at least two activities per school year.
ACTIONS TO ACHIEVE GOAL	CCA will ensure family awareness of all opportunities for participation in events.
MEASURABLE OUTCOME	90% of families attend or participate in at least two activities per year.
METHODS OF MEASUREMENT	CCA will measure and take attendance of parent participation at all major events (including conferences, Student Achievement Council, field trips, and shows), and will track participation by student and by trimester.
SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUB-PRIORITY	CCA will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that 100% of families are aware of opportunities to engage in the school community on a weekly and monthly basis.
ACTIONS TO ACHIEVE GOAL	CCA will inform of events through the following mediums: weekly CAL report (which covers learning objectives and upcoming events), the monthly calendar (which covers food menus and the calendar of events for the next month), the classroom newsletter (which contains classroom specific news and opportunities), robo-calls to remind families of upcoming events or notices, reminder notices home, SAC meeting announcements, the web site, and family conferences.
MEASURABLE OUTCOME	The percent of events that parents receive notice about: (1) more than one month in advance, (2) at least one month in advance, (3) at least two weeks in advance; the percent of events that parents receive notice about in at least two different formats.
METHODS OF MEASUREMENT	The timing of notices; the method of notification

STATE PRIORITY #4— STUDENT ACHIEVEMENT

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

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUB-PRIORITY	At least 85% of students are proficient or demonstrate scale score growth on ELA/literacy or mathematics on the CASPP each year.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 for details on instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas.
MEASURABLE OUTCOME	<p>1. Students at Capitol Collegiate Academy will out-perform state proficiency in English Language Arts.</p> <p>a. At least 50% of students who have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the Reading section of CAASPP. This is over 12 points higher than the</p>

	<p>current state average, 15 points higher than the county average, and 24 points higher than the SCUSD average.</p> <p>b. Capitol Collegiate Academy will place in the top quartile of similar district schools on the Reading portion of the CAASPP.</p> <p>c. Special Education students will place in the top quartile when compared to other special education students in similar district schools on the Reading portion of the CAASPP, and/or will be at least 25% proficient.</p> <p>2. Students at Capitol Collegiate Academy will meet or exceed standards for mastery in Mathematics.</p> <p>a. At least 50% of students that have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the Mathematics portion of CAASPP. This is over 10 points higher than the current state average, 11 points higher than the county average, and 18 points higher than the SCUSD average.</p> <p>b. Capitol Collegiate Academy will place in the top quartile of similar district schools on the Mathematics portion of CAASPP. Special Education students will place in the top quartile when compared to other special education students in similar district schools on the Mathematics portion of the CAASPP, and/or will be at least 30% proficient.</p>
METHODS OF MEASUREMENT	Proficiency rates on the CASPP in ELA/Literacy and mathematics
SUB-PRIORITY B – API	
GOAL TO ACHIEVE SUB-PRIORITY	As API is no longer being used in California, CCA will meet the state expectation on the replacement for API, as announced and implemented.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 for details on instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas.
MEASURABLE OUTCOME	Students at Capitol Collegiate Academy will out-perform peers at similar schools, when the school is measured on the new measurement of performance and accountability, as determined by the state.
METHODS OF MEASUREMENT	CA accountability system new measurement, as announced and implemented.
SUB-PRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUB-PRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable
MEASURABLE OUTCOME	Not Applicable
METHODS OF MEASUREMENT	Not Applicable

SUB-PRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUB-PRIORITY	At least 50% of EL students are proficient or demonstrate scale score growth on ELA/literacy or mathematics on the CASPP each year.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 for details on EL instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas and differentiated instruction.
MEASURABLE OUTCOME	<p>EL students at Capitol Collegiate Academy will out-perform state proficiency in English Language Arts.</p> <p>a. At least 30% of students who have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the Reading section of CAASPP. This is over 13 points higher than the current state average.</p> <p>b. Capitol Collegiate Academy EL students will place in the top quartile of similar district schools on the Reading portion of the CAASPP.</p> <p>EL students at Capitol Collegiate Academy will meet or exceed standards for mastery in Mathematics.</p> <p>a. At least 35% of students that have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the Mathematics portion of CAASPP. This is over 13 points higher than the current state average.</p> <p>b. Capitol Collegiate Academy EL students will place in the top quartile of similar district schools on the Mathematics portion of CAASPP.</p>
METHODS OF MEASUREMENT	EL proficiency rates on the CASPP in ELA/Literacy and mathematics
SUB-PRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	80% of EL students will reclassify after three years of enrollment at the school.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional services to support their development of the English language. They will also receive all standard instruction in the English language, with modified supports, as needed. Finally, the school will work to ensure that there are staff members on campus who either speak the language of EL students or who have additional or supplementary certifications to support English development.
MEASURABLE OUTCOME	80% of students will reclassify within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT.
METHODS OF MEASUREMENT	CELDT assessment: the percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled.

SUB-PRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUB-PRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable
MEASURABLE OUTCOME	Not Applicable
METHODS OF MEASUREMENT	Not Applicable
SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUB-PRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable
MEASURABLE OUTCOME	Not Applicable
METHODS OF MEASUREMENT	Not Applicable
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Capitol Collegiate Academy will maintain an average daily attendance greater than 95%.
ACTIONS TO ACHIEVE GOAL	STAR reports are sent home on Fridays that reflect student achievement and attendance (students are only eligible for weekly reward and full stars if they come to school each day); monthly perfect attendance assembly, trimester perfect attendance awards; annual perfect attendance awards; attendance competitions between grades and classes; posted attendance by classroom; rewards for classroom with the highest attendance each month.
MEASURABLE OUTCOME	Capitol Collegiate Academy will maintain an average daily attendance greater than 95%.
METHODS OF MEASUREMENT	Student attendance on a daily, weekly, monthly, trimesterly, and annual basis. This is reflected on the monthly attendance reports submitted to SCUSD as well as in P1, P2, and EOY P.

SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Capitol Collegiate Academy will have fewer than 5% of students chronically absent.
ACTIONS TO ACHIEVE GOAL	Attendance letters home for those students who miss 6 days of school per trimester; attendance conferences for those students who miss more than 10% of school days in a trimester; reporting chronic absenteeism, as required.
MEASURABLE OUTCOME	Capitol Collegiate Academy will report 100% of students who miss more than 10% of the school year, or 18 or more days.
METHODS OF MEASUREMENT	Student attendance on a daily, weekly, monthly, trimesterly, and annual basis. This is reflected on the monthly attendance reports submitted to SCUSD as well as in P1, P2, and EOY P.
SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	**As a note, this will not apply to the school until SY2018-19. All goals and outcomes listed below are pending the data that exists at that time to ensure the goals are S.M.A.R.T. CCA will ensure that students retain throughout middle school and matriculate to a high school, enrolling and attending on the first day.
ACTIONS TO ACHIEVE GOAL	CCA will monitor at-risk students, as defined by those students with low achievement, low attendance, low family involvement, high incident of disciplinary issues, and those who may also have additional risk factors such as poverty, homeless, or foster youth.
MEASURABLE OUTCOME	The middle school dropout rate at CCA will be less than 1.5%.
METHODS OF MEASUREMENT	The percent of students who are not actively enrolled in school, once they stop attending CCA after the first day of seventh grade. CCA will monitor graduating 8 th graders to ensure that 100% of students enroll and attend the first day of high school.
SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Not Applicable
ACTIONS TO ACHIEVE GOAL	Not Applicable
MEASURABLE OUTCOME	Not Applicable
METHODS OF MEASUREMENT	Not Applicable
SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Not Applicable

ACTIONS TO ACHIEVE GOAL	Not Applicable
MEASURABLE OUTCOME	Not Applicable
METHODS OF MEASUREMENT	Not Applicable
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUB-PRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	CCA will suspend students within school policy and will not demonstrate a significant over-representation of any one particular subgroup in suspension data (as defined by more than 10%)
ACTIONS TO ACHIEVE GOAL	CCA employs multiple instructional assistants, a Director of Curriculum and Instruction for every three grade levels, as well as a Dean of Culture for both the primary and intermediate grades to implement preventative measures as well as to intervene in disciplinary issues. CCA staff will track disciplinary infractions by type (in alignment with the core values of the school) in order to use the data to identify trends in student behavior and intervene appropriately. CCA will conduct charter education classes for all students on a daily and/or weekly basis to teach citizenship, core values, and positive character traits.
MEASURABLE OUTCOME	100% of suspensions will be in alignment with school policy. CCA will suspend students within school policy and will not demonstrate a significant over-representation of any one particular subgroup in suspension data (as defined by more than 10%). The primary subgroups identified will be students who are black, Hispanic/Latino, foster/homeless.
METHODS OF MEASUREMENT	The percent of suspensions in alignment with school policy; the percent of suspensions by subgroup in comparison to subgroup enrollment.
SUB-PRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	CCA will recommend fewer than two expulsions per year, and only for those offenses that are consistent with CA Education Code.
ACTIONS TO ACHIEVE GOAL	CCA employs multiple instructional assistants, a Director of Curriculum and Instruction for every three grade levels, as well as a Dean of Culture for both the primary and intermediate grades to implement preventative measures as well as to intervene in disciplinary issues. CCA staff will track disciplinary infractions by type (in alignment with the core values of the school) in order to use the data to identify trends in student behavior and intervene appropriately. CCA will conduct charter education classes for all students on a daily and/or weekly basis to teach citizenship, core values, and positive character traits. Students who have been suspended more than three times in a school year, or two times in any given trimester will require an additional family conference as well as an individualized behavior plan and potentially in-class supports.

MEASURABLE OUTCOME	Two or fewer students are recommended for expulsion annually and 100% of recommendations are consistent with CA Education Code.
METHODS OF MEASUREMENT	100% of expulsions recommended to the Board are consistent with California Education Code; 100% of expulsions recommended to the Board have also contained a family conference prior to recommendation; 100% of expulsions recommended to the Board that are subsequently approved by the Board are reported to SCUSD within 24 business hours.
SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUB-PRIORITY	School stakeholders will feel satisfied with the academic rigor, structure, safety and communication of the Charter School.
ACTIONS TO ACHIEVE GOAL	CCA will administer an annual survey each year and track the families who have responded.
MEASURABLE OUTCOME	Parents and/or guardians of students at Capitol Collegiate Academy will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of parents will demonstrate satisfaction on these metrics through an annual survey, with 70% or more of families responding. Staff at Capitol Collegiate Academy will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of staff will demonstrate satisfaction on these metrics through an annual survey, with 80% or more of staff responding.
METHODS OF MEASUREMENT	Annual family survey and an annual staff survey.
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
GOAL TO ACHIEVE SUB-PRIORITY	<u>All</u> students in grades K-6 will have access to English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>All</u> students in grades 7 and 8 will have access to English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))
ACTIONS TO ACHIEVE GOAL	CCA will develop a class schedule each year that ensures that students have access to all of the courses listed above.
MEASURABLE OUTCOME	100% of students have access to the courses listed above, consistently (as defined by either weekly, or in trimester blocks).
METHODS OF MEASUREMENT	Schedule audit
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUB-PRIORITY A – ENGLISH	

GOAL TO ACHIEVE SUB-PRIORITY	Please see proficiency goals (above). In addition, CCA will ensure that at least 80% of students are reading at or above grade level after three years enrolled at the school and/or make greater than one year of growth in their reading levels (as measured by STEP or Fountas and Pinnell).
ACTIONS TO ACHIEVE GOAL	Please see above as well as Element 1 for a detailed explanation of programmatic efforts, including triple-blocked reading and literacy in the schedule, in addition to writing and grammar blocks.
MEASURABLE OUTCOME	CCA will ensure that at least 80% of students are reading at or above grade level after three years enrolled at the school and/or make greater than one year of growth in their reading levels (as measured by STEP or Fountas and Pinnell).
METHODS OF MEASUREMENT	STEP, F&P
SUB-PRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUB-PRIORITY	Please see proficiency goals (above). In addition, CCA will ensure that 100% of students will participate in a STEM course.
ACTIONS TO ACHIEVE GOAL	Please see above as well as Element 1 for a detailed explanation of programmatic efforts, including three blocks of math, plus a weekly STEM block.
MEASURABLE OUTCOME	CCA will ensure that 100% of students will participate in a STEM course.
METHODS OF MEASUREMENT	STEM Assessments (project-based) through the Pearson curriculum.
SUB-PRIORITY C – SOCIAL SCIENCES – ON HOLD UNTIL TEST RE-ESTABLISHED	
GOAL TO ACHIEVE SUB-PRIORITY	Capitol Collegiate Academy will place in the top quartile of similar district schools on the History-Social Science portion of the CST, <u>when tested</u> .
ACTIONS TO ACHIEVE GOAL	Please see Element 1 for additional details. Students will take daily social science classes.
MEASURABLE OUTCOME	Students at Capitol Collegiate Academy will meet or exceed standards for mastery in Social Sciences. At least 50% of students that have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the History-Social Sciences portion of the CA state mandated social-science assessment, when tested. Capitol Collegiate Academy will place in the top quartile of similar district schools on the History-Social Science portion of the CST, <u>when tested</u> .
METHODS OF MEASUREMENT	State-mandated assessments

SUB-PRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUB-PRIORITY	Capitol Collegiate Academy will place in the top quartile of similar district schools on the Science portion of the CST, when tested in the fifth and eighth grades.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 for additional details. Students will take daily science classes.
MEASURABLE OUTCOME	Students at Capitol Collegiate Academy will meet or exceed standards for mastery in Science. At least 60% of students that have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the Science portion of the CA state mandated science assessment, when tested. Capitol Collegiate Academy will place in the top quartile of similar district schools on the Science portion of the CST, when tested in the fifth and eighth grades.
METHODS OF MEASUREMENT	State mandated assessments
SUB-PRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students will have access to a visual and performing arts curriculum which may include music, art, theater, and/or other art classes.
ACTIONS TO ACHIEVE GOAL	CCA will include arts in the student schedule for <u>at least</u> two blocks of time per week.
MEASURABLE OUTCOME	100% of students will have access to a visual and performing arts curriculum which may include music, art, theater, and/or other art classes.
METHODS OF MEASUREMENT	Schedule audit
SUB-PRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students will have access to physical education to meet at least the state mandated number of minutes.
ACTIONS TO ACHIEVE GOAL	CCA will include physical education in the weekly schedule to meet the state mandated minimum. All PE classes will be in alignment with state PE standards.
MEASURABLE OUTCOME	100% of students will have access to physical education to meet at least the state mandated number of minutes.
METHODS OF MEASUREMENT	Schedule audit
SUB-PRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students will have access to a health curriculum through both the PE and science blocks of time.

ACTIONS TO ACHIEVE GOAL	CCA will include health in the student schedule to cover the state standards.
MEASURABLE OUTCOME	100% of students will have access to the health curriculum.
METHODS OF MEASUREMENT	Schedule audit
SUB-PRIORITY H – FOREIGN LANGUAGES (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students will have access to foreign language classes at least by seventh grade.
ACTIONS TO ACHIEVE GOAL	CCA will include foreign language at least 4 times per week for 100% of students in the 7 th and 8 th grade schedules. CCA will differentiate instruction for those students who have greater incoming proficiency levels to prepare them for success in AP language classes in the 9 th or 10 th grades.
MEASURABLE OUTCOME	100% of students will have access to foreign language classes.
METHODS OF MEASUREMENT	Schedule audit
SUB-PRIORITY I – APPLIED ARTS (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students will have access to applied arts, most likely through the visual and performing arts or the STEM curriculum.
ACTIONS TO ACHIEVE GOAL	CCA will include applied arts in the annual schedule for seventh and eighth grade students.
MEASURABLE OUTCOME	100% of students will have access to applied arts.
METHODS OF MEASUREMENT	Schedule audit
SUB-PRIORITY J – CTE (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students will have access to CTE classes, through identified pathways in the seventh and eighth grades, which will include at least one CTE pathway class per week.
ACTIONS TO ACHIEVE GOAL	CCA will include CTE in the student schedule for <u>at least</u> one block of time per week.
MEASURABLE OUTCOME	100% of students will have access to CTE classes.
METHODS OF MEASUREMENT	Schedule audit

BENCHMARKS TO BE MET

Capitol Collegiate Academy will measure achievement levels through growth and absolute measures. The performance of students at Capitol Collegiate Academy will be compared to the performances of similar SCUSD schools based on demographics and free and reduced lunch percentages.

COMPARISON SCHOOLS

In order to determine the success of Capitol Collegiate Academy during the charter period, a group of comparison schools will be selected that approximately match Capitol Collegiate Academy in socio-economic make-up. We will identify the comparison schools and will inform the district as to which schools we have selected. In the current landscape in SCUSD, Capitol Collegiate believes that the most appropriate group of schools are **those schools that our students would otherwise attend**. As a result, Capitol Collegiate has identified the following comparison schools, defined by those where at least 10 of our students would otherwise attend: Edward Kemble, Ethel I. Baker, John Sloat, John Still, Pacific, Parkway, and Rosa Parks.

Capitol Collegiate will also compare our academic achievement to other charter schools approved by SCUSD, in order to allow the district to identify relative performance.

Comparisons will be made solely in regard to academic achievement. **Capitol Collegiate only has third grade as the only tested grade. All charts and comparisons related to CAASPP reflect third grade performance only.**

PRIMARY GROWTH MEASURES

The goals of Capitol Collegiate Academy reflect the high expectations that the Charter School has for its students. Capitol Collegiate will regularly monitor its progress towards meeting these ambitious standards for student and school performance. Each of the following goals is measurable, feasible, and ambitious in what it plans to accomplish. As a college-preparatory school, all of the following goals are developed with the primary objective of developing students who are ready to achieve and excel in college-preparatory high schools and in universities. Meeting these goals is the critical component of closing the achievement gap for our students and helping them to access an excellent education. They also relate directly to the mission of the Charter School in that they will enable students to compete, achieve, and lead in college through:

- Academic performance (Academic Goals)
- Structures to support learning (Organization Viability Goals)
- Enrichment curriculum to allow for continued success (Non-Academic Goals)

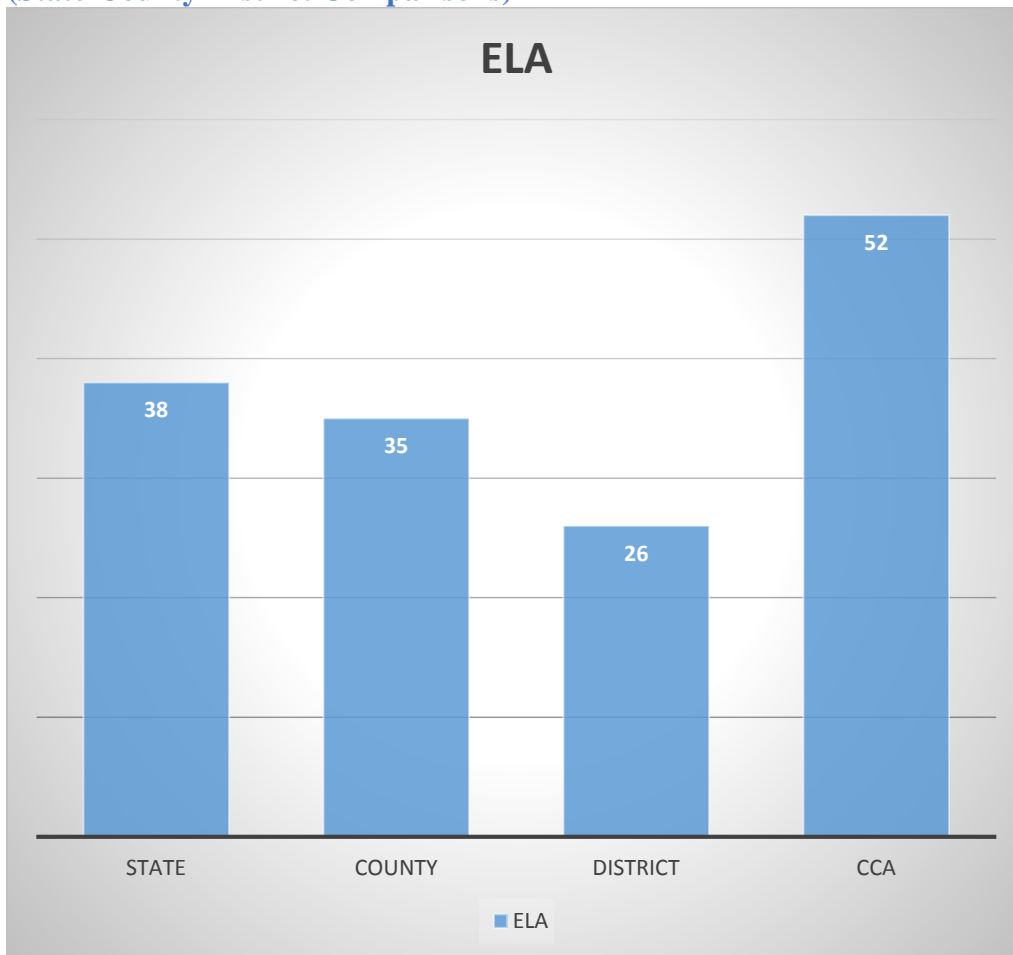
CURRENT STUDENT ACHIEVEMENT

Capitol Collegiate is proud of the student achievement that we have had, to date. This student achievement will be divided into two sections – 3rd grade students using state assessment data, and K-2 students using our approved internal benchmarks.

Third Grade

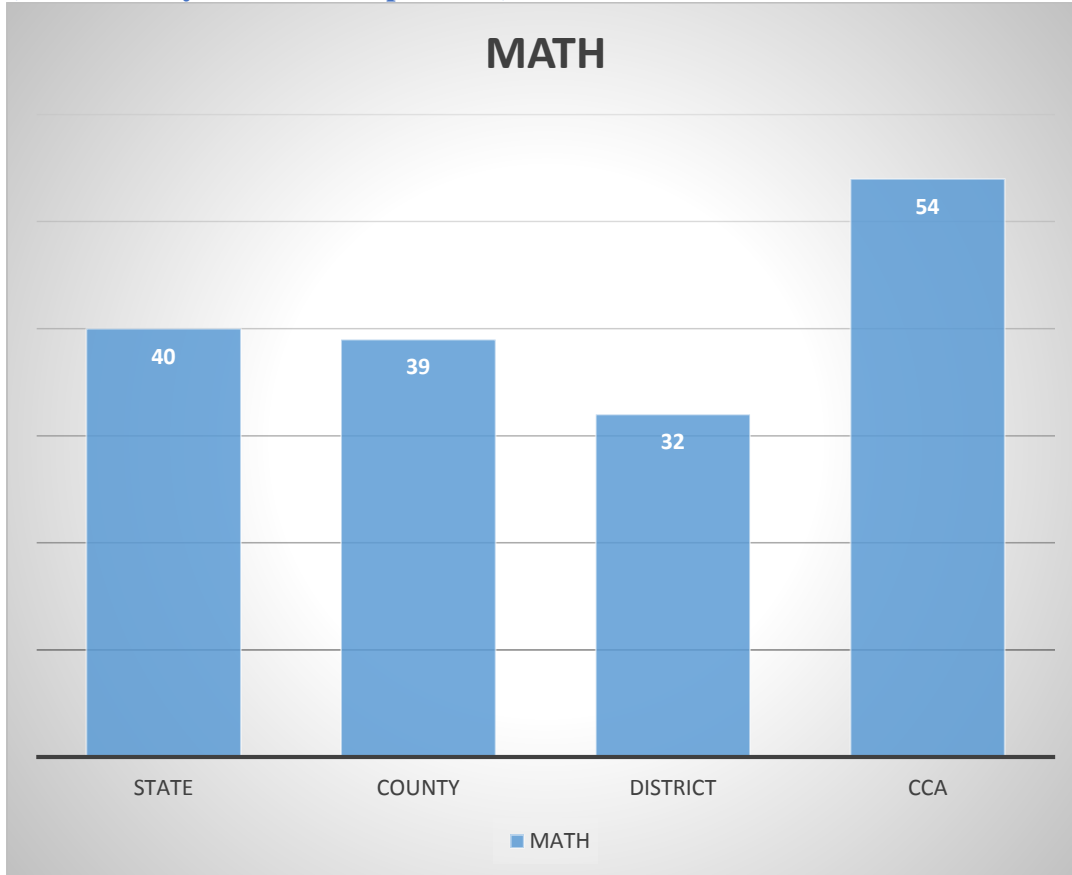
Capitol Collegiate is proud of the achievement of our students on the first administration of the Smarter Balanced assessment. As requested by the district, and required by CA Education Code, Capitol Collegiate has provided an analysis of student achievement when compared to the state, county and district averages.

Figure 2.2: Capitol Collegiate ELA Performance on Smarter Balanced – Third Grade (State-County-District Comparisons)



As noted above, Capitol Collegiate Academy had 52% of their 3rd grade students at Achievement Levels 3 and 4 (proficient/advanced) on the Smarter Balanced ELA assessment. This is 14 points higher than the California average, 17 points higher than the county average, and 26 points higher than the district average.

Figure 2.3: Capitol Collegiate ELA Performance on Smarter Balanced – Third Grade (State-County-District Comparisons)



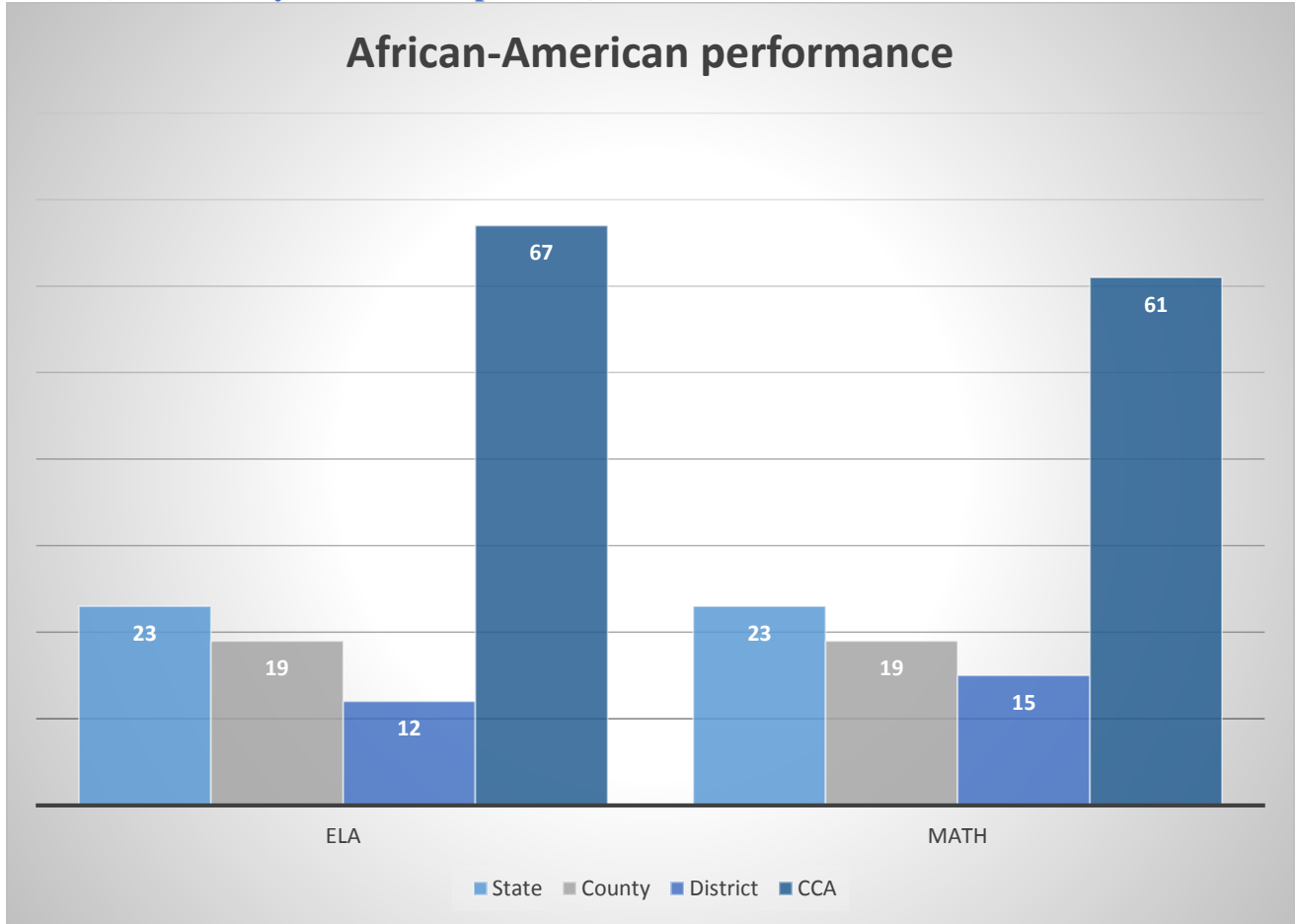
As noted above, Capitol Collegiate Academy had 54% of their 3rd grade students at Achievement Levels 3 and 4 (proficient/advanced) on the Smarter Balanced mathematics assessment. This is 14 points higher than the California average, 15 points higher than the county average, and 22 points higher than the district average.

Capitol Collegiate Academy also looked at the performance of our two major subgroups – black and Hispanic students. Because our population size was too small (being only one grade of students), we are not legally able to do the same breakdown for special education and ELL students.

On Smarter Balanced ELA, Capitol Collegiate black students scored 44 points higher than the state, 48 points higher than the county, and 55 points higher than the district averages. On Smarter Balanced Math, Capitol Collegiate black students scored 38 points higher than the state, 42 points higher than the county, and 46 points higher than the district averages.

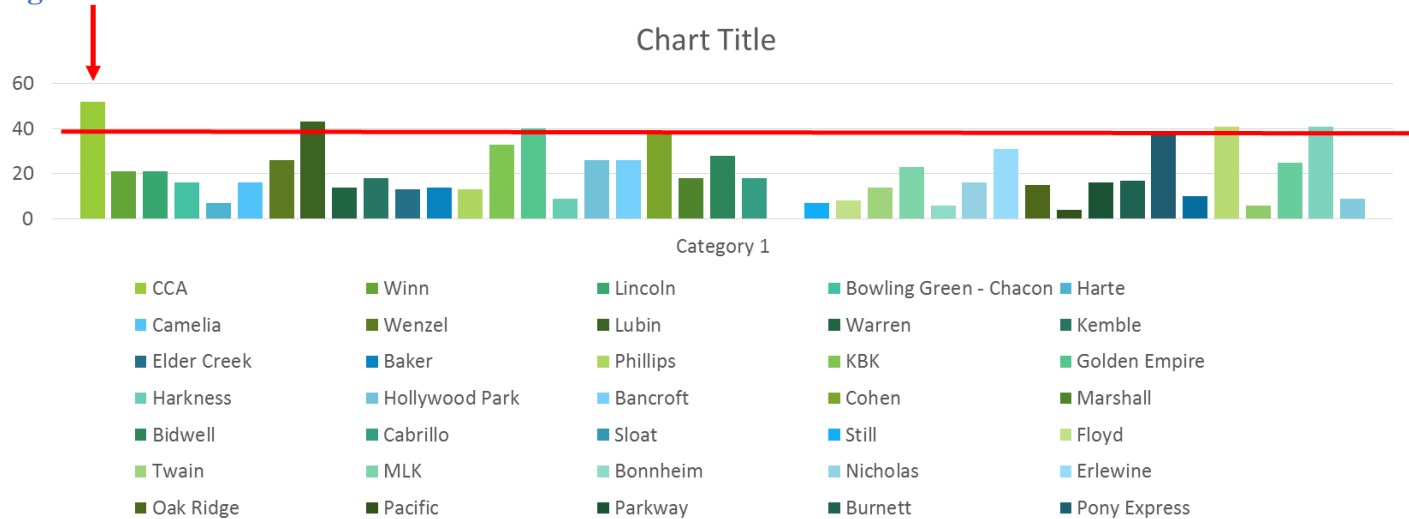
On Smarter Balanced ELA, Capitol Collegiate Hispanic/Latino students scored 18 points higher than the state, 20 points higher than the county, and 23 points higher than the district averages. On Smarter Balanced Math, Capitol Collegiate Hispanic/Latino students scored 16 points higher than the state, 17 points higher than the county, and 29 points higher than the district averages.

Figure 2.4: Capitol Collegiate Black Student Performance on Smarter Balanced – Third Grade (State-County-District Comparisons)



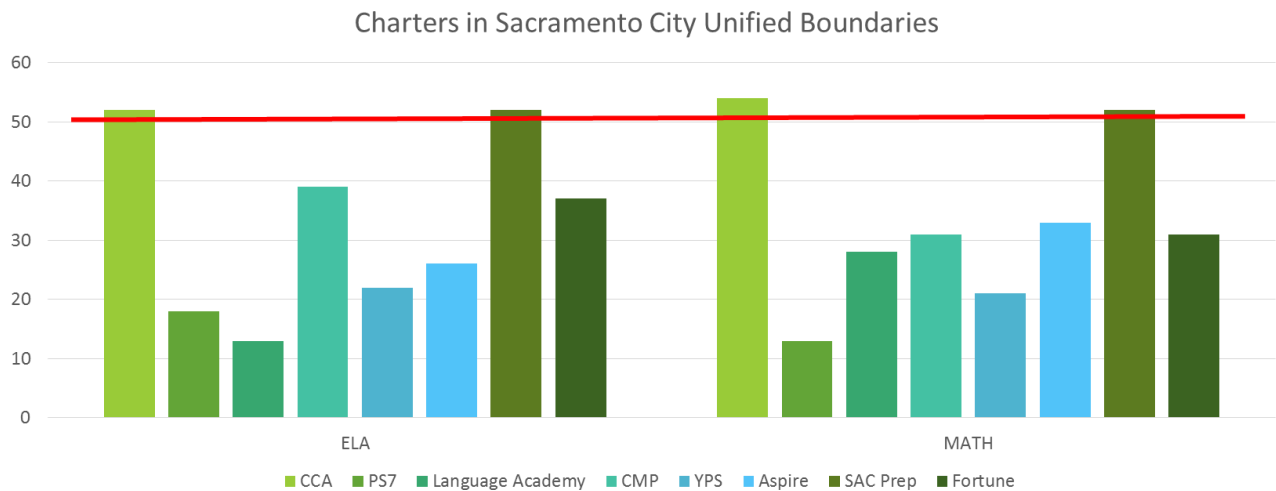
Capitol Collegiate was also the highest performing Title I school in SCUSD (3rd grade).

Figure 2.5: All Title I Schools SCUSD – Smarter Balanced Third Grade



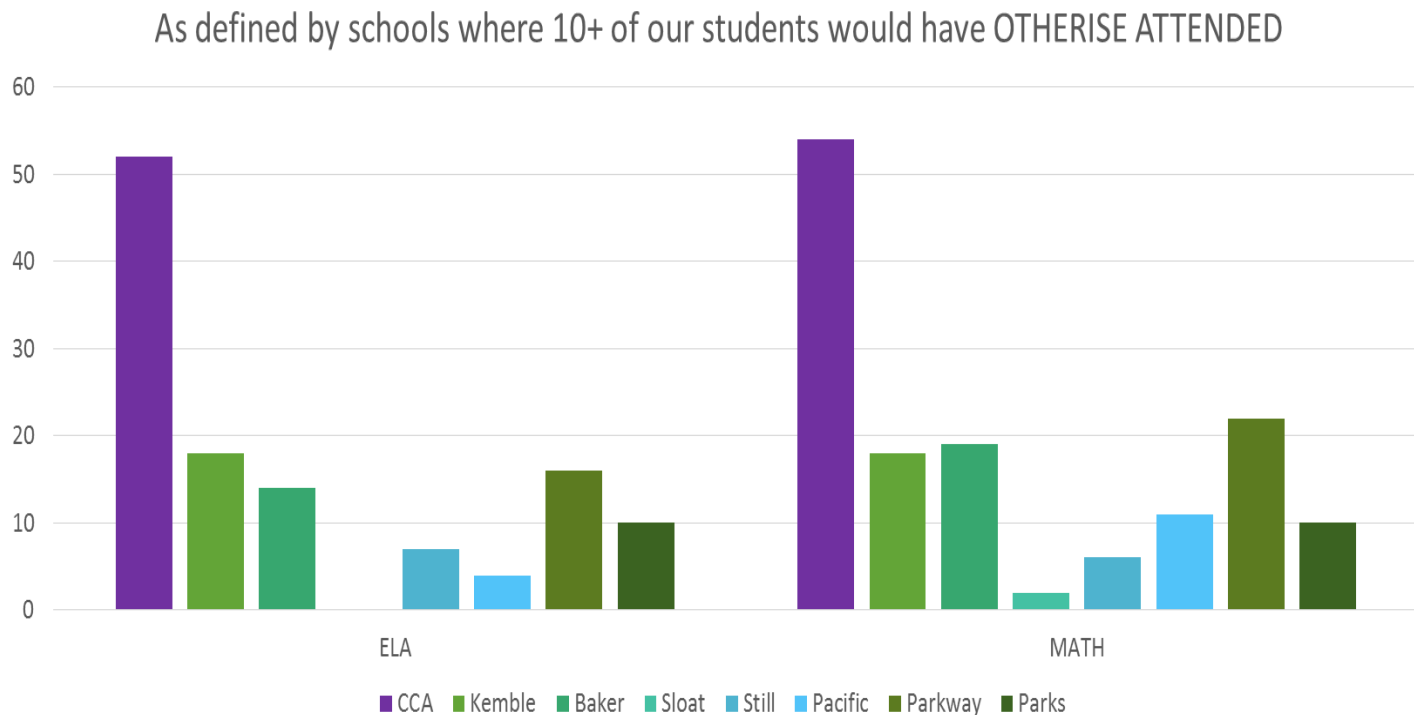
Capitol Collegiate was the highest performing charter school in SCUSD (3rd grade).

Figure 2.6: All Charter Schools – Smarter Balanced Third Grade



Finally, SCUSD recognizes the primary importance of Capitol Collegiate’s academic record when compared to similar schools and uses it as one of the primary bases for charter renewal. Below reflects Capitol Collegiate compared to similar schools, as defined by the list of schools where at least 10+ of our students would otherwise attend.

Figure 2.7: Capitol Collegiate Compared to Similar Schools Third Grade



Kindergarten through Second Grades

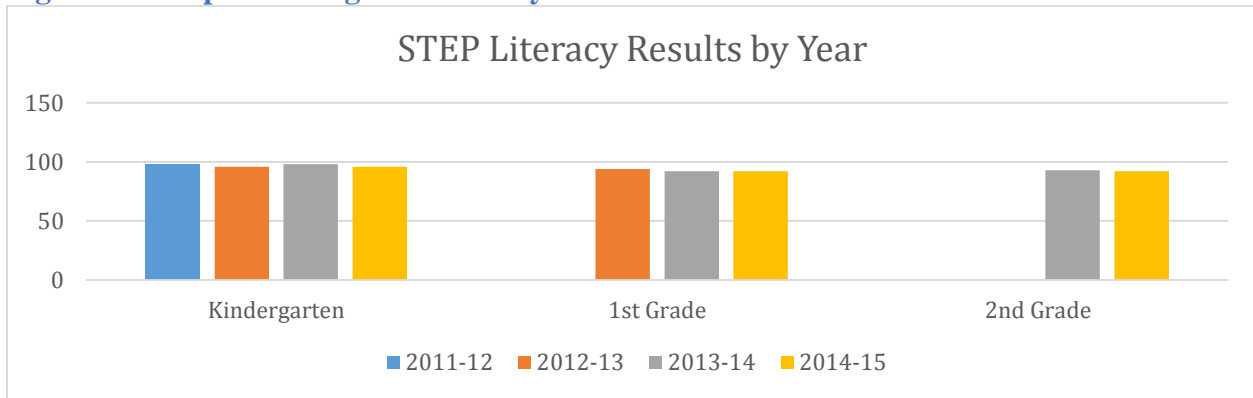
Education Code Section 47607(b) sets forth academic threshold requirements for charter schools seeking renewal after they have been in operation for four years. CCA opened with kindergarten, so no state testing was done until this year, due to the recent changes in state testing (the second grade California Standards Test (“CST”) was not available for formal accountability measurement). As a result, CCA had the opportunity to utilize its Terra Nova and STEP assessment data, per its charter petition, for the majority of its students. Using this nationally normed data set, CCA recognizes that the only comparable assessment would be the literacy assessments that are given to students in the district – which the school understands is primarily DIEBLS and Fountas and Pinnell. The school has attached a conversion chart that will allow the district to see how STEP compares to these other assessments, in order for the district to compare. While CCA does not have access to district and school level data for grades K-2, the school would like to provide this conversion table for district comparisons.

Further, CCA would state that another option for comparison would be to use the NAEP results of SCUSD schools to see the average national percentile rank of students on the NAEP. That could be compared to the average national percentile rank of CCA students on the Terra Nova. The school would suggest that, even without comparable data with the district (which both SCUSD and CCA acknowledges does not exist), that the results of CCA students on the Terra Nova surpasses what would be considered a baseline expectation, as the vast majority of students are scoring above the 50th national percentile and the school as a whole scores in the 90th percentile nationally. CCA truly hopes that the results of CCA, which are stronger than the vast majority of schools in the country, would provide the necessary evidence for strong academic outcomes in alignment with the spirit of education code.

LITERACY

The STEP Literacy Assessment® is a developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read. Out of the University of Chicago, STEP provides a more rigorous literacy assessment for schools. Specifically, STEP provides more rich and high-level data on specific areas of student knowledge in reading that are typically generalized in the more common assessments of Diebels, or the DRA. For example, STEP assesses the exact type of comprehension where student knowledge breaks down (fact, inference, or critical thinking) and provides clear rationale as to why. Further, the bar for moving forward within each level is set at a higher standard than other assessments.

Figure 2.8: Capitol Collegiate Academy STEP Data



MATH

We teach both a Math Problem Solving as well as a Math Procedures Block. We believe that students should be able to represent their knowledge in both contexts. For Math Problem Solving, we use Singapore Math and Math Investigations. Both focus on *how* students solve and justify problems using multiple methods. In Math Procedures, students focus on standards in small groups and learn the specifics behind the steps to solving math problems. As opposed to the Problem Solving, which requires students to construct meaning *before* knowing how to more technically solve a problem, Math Procedures is the more “traditional” math that formally teaches students the logistical steps required to solve “book and paper” problems. This content is completely based on Common Core State Standards (“CCSS”) and California State Standards. Below are our Terra Nova results from last year – this is a nationally normed assessment that compares our students to the rest of the country.

Figure 2.9: Capitol Collegiate Academy Terra Nova Data

OVERALL ACHIEVEMENT			
	SCHOOL		SCHOOL
Overall National Percentile	83%	Overall Percent Mastery	100%
<i>Percent of Students Above 90%</i>	56%	<i>Advanced (90% or above)</i>	57%
<i>Percent of Students Above 80%</i>	72%	<i>Proficient (70% or above)</i>	43%
<i>Percent of Students Above 70%</i>	82%	<i>Proficient/Advanced</i>	100%
<i>Percent of Students Above 50%</i>	91%	<i>Basic, Proficient, Adv</i>	100%
ELA Percent Mastery	100%	Math Percent Mastery	98%
<i>Advanced</i>	63%	<i>Advanced</i>	70%
<i>Proficient</i>	37%	<i>Proficient</i>	28%
<i>Proficient/Advanced</i>	100%	<i>Proficient/Advanced</i>	98%
<i>Basic, Proficient, Adv (50%+)</i>	100%	<i>Basic, Proficient, Adv (50%+)</i>	100%
ELA National Percentile	65%	Math National Percentile	87%
<i>Percent of Students Above 90%</i>	11%	<i>Percent of Students Above 90%</i>	67%
<i>Percent of Students Above 80%</i>	35%	<i>Percent of Students Above 80%</i>	76%
<i>Percent of Students Above 70%</i>	52%	<i>Percent of Students Above 70%</i>	87%
<i>Percent of Students Above 50%</i>	76%	<i>Percent of Students Above 50%</i>	98%
<i>Percent of Students Above 25%</i>	95%	<i>Percent of Students Above 25%</i>	100%

Figure 2.10: Terra Nova Breakdown (Subgroup Population Breakdown 2013-14)

ACHIEVEMENT GAP NUMBERS					
	SCHOOL	BL	HISP/ LAT	ELL	GIRLS
Overall National Percentile	83%	86%	78%	74%	85%
<i>Percent of Students Above 90%</i>	56%	65%	39%	36%	66%
<i>Percent of Students Above 80%</i>	72%	77%	61%	50%	78%
<i>Percent of Students Above 70%</i>	82%	84%	72%	64%	84%
<i>Percent of Students Above 50%</i>	91%	94%	83%	79%	94%
Overall Percent Mastery	100%	100%	84%	100%	100%
<i>Advanced (90% or above)</i>	57%	74%	39%	29%	63%
<i>Proficient (70% or above)</i>	43%	26%	63%	71%	37%
<i>Proficient/Advanced</i>	100%	100%	100%	100%	100%
ELA Percent Mastery	100%	100%	100%	100%	100%
<i>Advanced (90% or above)</i>	63%	74%	56%	50%	69%
<i>Proficient (70% or above)</i>	37%	26%	44%	50%	31%
Math Percent Mastery	98%	100%	94%	93%	100%
<i>Advanced (90% or above)</i>	70%	63%	39%	33%	69%
<i>Proficient (70% or above)</i>	28%	37%	55%	57%	31%
ELA National Percentile	65%	68%	59%	51%	67%
<i>Percent of Students Above 90%</i>	11%	16%	11%	7%	9%
<i>Percent of Students Above 80%</i>	35%	32%	28%	7%	31%
<i>Percent of Students Above 70%</i>	52%	61%	33%	14%	41%
Math National Percentile	87%	90%	83%	82%	88%
<i>Percent of Students Above 90%</i>	67%	71%	56%	57%	72%
<i>Percent of Students Above 80%</i>	76%	81%	61%	64%	75%
<i>Percent of Students Above 70%</i>	87%	90%	78%	79%	88%

**As a note, in subsequent years after the initial year of CCA, the school admitted new students who did not begin their education at CCA. Those students are included in the data. Not one student entering CCA has ever scored above the CCA-student average at the time. We expect two years for “catch-up” of these students, but also acknowledge that there is a small impact to data. In the 2012-13 and 2013-14 school years, we had a substantial number of new students, specifically because of the major location change that was too far for some of our founding families.*

***As a second note, no subgroup had a large enough population to be reported separately in SY 2011-12 on the STEP assessment.*

ELEMENT 3 - Method by which Student Outcomes 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).

CCA affirms that, 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. Appendix N includes a sample of this information.

APPROACH TO ASSESSMENT DATA

Capitol Collegiate Academy's mission is to prepare students to compete, achieve, and lead in high school and in college. We recognize that the student population we will actively recruit will be, on average, more than one grade level behind. This will require specific structures to ensure that we are moving students towards greater proficiency and providing the foundational knowledge necessary to foster their continued success. In order to monitor the progress of our students, we will regularly assess the effectiveness of our instructional program through the use of benchmark exams, formal and informal additional assessments, and state exams. The results of these assessments will provide the invaluable data necessary to thoroughly analyze our strategies, programs, and approaches to student instruction.

STATEWIDE ASSESSMENT

Capitol Collegiate Academy will administer tests required by the state of California through the CAASPP program each year and for every applicable subject as required by the state in Education Code 60602.5, 60605 and 60640. Capitol Collegiate Academy will appoint a specific testing coordinator during the course of each academic year to manage the state testing process. The school will measure pupil outcomes for the State priorities that is consistent with the way information is reported on the SARC (as noted below).

The current tests Capitol Collegiate Academy will administer include:

- CAASPP
- California English Language Development Test (CELDT)
- California Alternative Performance Assessment ("CAPA") and/or California Modified Assessment ("CMA")
- Physical Fitness Testing ("PFT")

For more detail, please see **Figure 3.1**.

Figure 3.1: Tests Required as Part of California State Testing Program

Program Component	Type of Assessment	Purpose	Grades Tested
CAASPP and CDE Mandated Testing	Standards Based (Grades 3-8)	Measure proficiency with state content standards in ELA and Math	3 to 8
		Measure proficiency with state content standards in Science	5 and 8
		Measure proficiency with state content standards in History/Social Science	None to date
CA English Language Development Test (CELDT)	Standards-based Multiple choice Performance assessment	Measures proficiency of English Learners and reclassify students as appropriate	K-12- based on student's previous ELD level and repeated annually until student is proficient
CA Modified Assessment (CMA)	Standards-based Multiple choice	Measures achievement in Science	Available as noted
Physical Fitness Test (PFT)	Criterion referenced Performance assessment	Measure physical fitness based on seven key elements	5 and 7 (APAC online assessment for CAPA field tested in 20114-15)

The assessment that is most heavily weighted in terms of school performance is the CAASPP. This test will provide Capitol Collegiate Academy with the proficiency standings of our students and inform our progress towards the Accountability Goals of **Element Two**. The results of all assessments will inform our instructional practices for the following year.

TEST RESULTS

If the Charter School does not test (i.e., CAASPP, CELDT) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

ACCOUNTABILITY PROGRESS REPORTING

Capitol Collegiate Academy will also follow the State and District measurements of success using the Accountability Progress Reporting (APR) system. These measurements are outlined as follows:

- Academic Performance Index (API) replacement, as determined by the state
- API State Ranking replacement, as determined by the state
- Adequate Yearly Progress (AYP)

The additional State Measures are outlined in **Figure 3.2**.

Figure 3.2: Additional State Measures

STATE MEASURE	DESCRIPTION
ACADEMIC PROGRESS INDEX SCORE	API IS A STATE ACCOUNTABILITY MEASURE REQUIRED UNDER THE PUBLIC SCHOOLS ACCOUNTABILITY ACT. API IS REPORTED AS A SINGLE NUMBER BETWEEN 200 AND 1000 THAT INDICATES HOW WELL A SCHOOL PERFORMED ACADEMICALLY IN THE PREVIOUS YEAR. THIS WILL BE REPLACED BY THE STATE, AND CCA WILL UTILIZE AND WORK WITHIN THESE NEW ACCOUNTABILITY MEASURES.
API STATE RANKING	API IS ALSO REPORTED AS A DECILE RANK SCORE BETWEEN 1 AND 10. THIS SCORE IS REPORTED AS TWO NUMBERS—AN OVERALL STATEWIDE RANK AND A RANK AGAINST SIMILAR SCHOOLS. THIS WILL BE REPLACED BY THE STATE, AND CCA WILL UTILIZE AND WORK WITHIN THESE NEW ACCOUNTABILITY MEASURES.
ADEQUATE YEARLY PROGRESS	AYP IS A REQUIREMENT UNDER THE FEDERAL ELEMENTARY AND SECONDARY EDUCATION ACT LEGISLATION. UNDER ESEA CRITERIA, SCHOOLS MUST MEET OR EXCEED ANNUAL CRITERIA FOR IMPROVEMENT. AYP TARGETS INCLUDE PARTICULAR EMPHASIS ON THE PERFORMANCE OF SUBGROUPS OF STUDENTS, BASED ON CRITERIA SUCH AS RACE/ETHNICITY, EL LEVEL, SOCIOECONOMIC DISADVANTAGE, AND SPECIAL NEEDS.

ADDITIONAL METHODS OF ASSESSMENT

Capitol Collegiate Academy strongly believes in the value that standardized testing data can provide to the Charter School. However, we also recognize that one assessment does not necessarily provide a complete or comprehensive understanding of overall student performance, nor does it inform the progress of a student throughout the course of the year. Therefore, Capitol Collegiate Academy uses a series of benchmark exams to gather information about student progress towards mastery of standards throughout the academic school year.

Capitol Collegiate will also create systems to integrate and execute on metrics required by the district's Guide to Success.

Benchmark assessments are given approximately every six weeks and are aligned to the Common Core Standards. The benchmark exams are created by the Head of School/Principal, the Director of Curriculum and Instruction, and/or experienced teachers. These benchmarks are based upon:

- Thoroughly developed scope and sequence of material to be covered
- Grade-level standards
- California Department of Education blueprints
- Released CAASPP questions
- Smarter Balanced Suite of resources (IABs and IACs), as shared with other states and regions who have purchased the resources
- Reference to standards and released questions from exams used by other states and/or organizations

All benchmark exams will be created after intensive professional development and modeling of assessment expectations. **Figure 3.3** outlines additional assessments.

Figure 3.3: Additional Assessments that May Be Administered

Assessment	Content Area	Use(s) of Data	When Tested
In-House Benchmark Assessments			
Internally-created assessments	ELA	Measure progress in core content areas between annual state standardized tests Data will allow school to revise instructional practices throughout the year to better target student	Every six weeks
	Math		
	Science		
	History/Social Science		
Published Assessment Tools			
STEP Reading Assessment	Phonics, comprehension	Determine annual baseline for battery of literacy skills; Data will be used to group students for targeted small group instruction	At the beginning and end of each school year
F&P		Monitor individual student growth over years; Identify school-wide strengths and weaknesses in our literacy program	Similar tests may be used throughout the year to monitor progress, particularly for those students performing below grade-level in reading
Words Their Way Qualitative Spelling Inventory	Spelling		
Textbook publisher-created quizzes, chapter and unit tests	Math	Measure student mastery of standards learned in core content	Varies
	Science	Resulting data will be used to target skills and students for small group instruction	
	History/Social Science		
Timed math drills (increasing in difficulty for grades four through algebra)	Math	Determine annual baseline for mastery of grade-level appropriate math facts/mental calculations	Weekly until students consistently demonstrate mastery of all time-tested skills
		Monitor growth over the year	
		Data will be used to group students for targeted small group instruction	
Accelerated Reader	Independent reading	Monitor comprehension of books read independently	Varies, based on book length
		Track level and quantity of books read	
		Data is used to measure students effort and growth over time	
Teacher-Created Assessments			
Do Now	All	Used to check for understanding on a daily basis	Daily
Homework	All	Used to make immediate instructional adjustments in order to remediate any deficits prior to more formal assessments	Daily
Class participation	All		Daily
Projects/major writing assignments	All	Used to track student mastery of grade-level standards	At least once per trimester
Vocabulary tests	All	Used to group students for targeted small group instruction	At least every two weeks
Standards-based quizzes and tests (including chapter and/or unit tests)	All	Comprise the bulk of a student's grade and are also a factor in promotion	at least every two weeks
Cumulative midterm and final exams	All		Twice a year

DATA ANALYSIS

Standardized testing data provides us with an important tool to analyze the performance levels of our students within the Charter School and in comparison to other schools across the state. This data also allows us to identify areas of strength and areas in need of growth within our own instructional practices and curriculum. Capitol Collegiate Academy will therefore use standardized testing data to identify these strengths and weaknesses, set priorities for the coming year, and make changes to the instructional practices used at the Charter School.

Internal benchmark exams provide the Charter School with an ongoing measurement of student progress, allowing us to make the necessary instructional changes throughout the year for that specific group of students. The ability to target gaps in knowledge and learning in real time is critical to addressing the individual needs of students, and will better enable us to work towards the mission of the Charter School. Once benchmark results are received by administrative and teaching staff, individual teachers as well as content teams will meet with the Head of School and DCI to identify patterns, evaluate results, and identify priorities. This analysis will lead to the development of an Instructional Action Plan (“IAP”). These plans will be developed with teaching practices, class performances, and individual student needs in mind and can include:

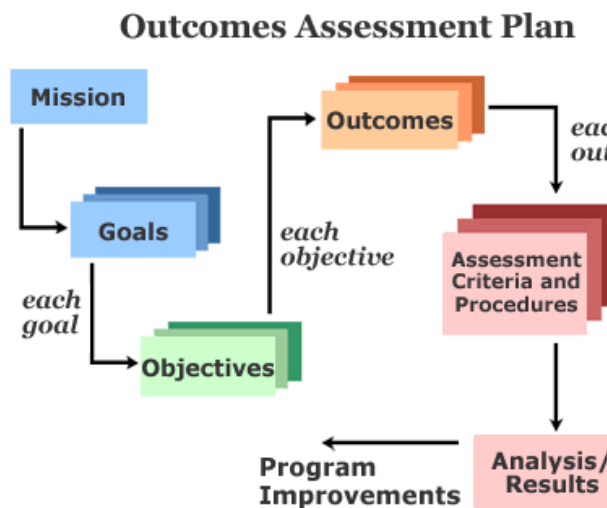
- Knowledge and skills that need to be re-taught to the entire class and the specific ways in which they will be taught (including timeline)
- Knowledge and skills that need to be re-taught to smaller groups of students and the specific ways in which they will be taught (including timeline)
- Knowledge and skills that need to be re-taught to individual students and the specific ways in which they will be taught as well as the instructional support that review will take (including timeline)
- Specific students who fall well below the average distribution of the class and/or whose performance is significantly different from the general class performance and the remediation plan for those students
- Listing of students in need of homework club and tutoring in the afternoons for an extended time
- Common misperceptions in questioning, test vocabulary, or curricular information that can be reviewed and then revised for the next year
- Professional development and support required in order to address all of the above issues, concerns, and strategies

DATA-DRIVEN INSTRUCTION AND STAFF DEVELOPMENT

Data-driven instruction allows teachers to recognize what information is not being accessed by some or all students and helps them to understand why. As a staff, we will analyze the results of data on a weekly basis and analyze the results of benchmark exams through extended professional development blocks. Teachers will be expected to use the information gathered through these protocols to modify their planning. Teachers will work with the Head of School on those modifications, as needed. We will monitor student mastery of standards as well as reading levels and fluency.

We will give students diagnostics at the beginning of the year in order to determine their baseline knowledge, helping teaching staff to develop stronger plans for the year and individualized support for students. We will then track student progress throughout the year, using the diagnostics as a guide. For example, a student may take a diagnostic that assesses their reading level at the fourth grade, second month. If, by the end of the year, that same student tests at the sixth grade, first month, we will know that the student has grown almost two years in reading. **Figure 3.4** graphically depicts the relationship between the Charter School's mission, student outcomes, and program improvement.

Figure 3.4: Outcomes Assessment Plan



Steps which underlie the assessment of student learning:

1. Develop learning objectives.
2. Check for alignment between the curriculum and the objectives.
3. Develop an assessment plan.
4. Collect assessment data.
5. Use results to improve the program.
6. Routinely examine the assessment process and correct, as needed.

Source: *Assessing Academic Programs in Higher Education* by Mary J. Allen 2004

The goal of each data analysis session is to make program improvements to ensure all students are achieving mastery on all objectives. The actions plans required from this information may include re-teaching, spiraling material more extensively, individual tutoring, small group sessions, or increased homework on a specific objective.

STATE MANDATED ASSESSMENTS ASSURANCE

Capitol Collegiate Academy will administer the state mandated assessments as required under the CAASPP pursuant to the Education Code 60602.5.

REPORTING OF DATA

Capitol Collegiate Academy will create and make available to the public an annual report at the end of each academic year. Capitol Collegiate Academy will also create a Accountability Report Card (“SARC”) for submission to the California Department of Education, including the following components:

- Demographic data of students
- Teacher and staff information
- Class sizes
- Academic data
- School safety and climate for learning information
- School completion rates
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

Both of these reports will be made available and delivered to the Sacramento City Unified School District and all other parties formally requesting a copy.

COMMUNICATING DATA TO STUDENTS AND FAMILIES

In order to create a mission-focused school environment, it is critical that students and families are regularly informed about student behavior and performance. Capitol Collegiate Academy will ensure that students and families receive accurate and updated progress reports and that the Charter School actively works to involve students and families in the progress, strengths, remediation areas, and quality of student work.

To do this work effectively, Capitol Collegiate Academy will create both a formal and informal forum by which to engage families. At the end of every quarter, parent conferences will be held. These conferences will give teachers, administrators, and parents the opportunity to discuss student achievement and progress, as well as any areas for development and/or remediation. Parents can also expect to receive regular communication from the Charter School in the form of phone calls, newsletters, and mailed updates on school and student progress.

Starting in kindergarten, students will be regularly evaluated by teachers using daily assignments, checks for understanding during class, and scripted curriculum individual assessments. Beginning in second grade, after each round of benchmark assessment, given every six weeks, teachers and students will review student performance during individual conferences. These conferences will engage students with their own progress and areas for growth, allow for goal-setting, and personalize the education program. These conferences will also give both teachers and students the opportunity to discuss alternative means of support and structure that may be required or helpful for continued student development.

Finally, teachers may use additional motivation and accountability structures within the classroom in the form of mastery charts, tracking systems, and goal-setting to promote accountability of the whole group and encourage support between students.

GRADING POLICY

Capitol Collegiate Academy recognizes the curricular demands placed on students. We believe that these demands are absolutely necessary in order to prepare students for excellence in high school and in college. As such, we believe that student performance must be measured on grade-level work including assessments, homework, in-class work, and other assignments. This work will be graded in relation to student mastery of standards using the following scale as outlined in **Figure 3.5**:

Figure 3.5: Grading Policy

Letter Grade	Percentage	Rubric Score	Meaning
A+	98-100%		A student earning an A grade has demonstrated mastery level performance.
A	93-97%	4	
A-	90-92%		
B+	88-89%		A student earning a B grade has demonstrated a proficient performance.
B	83-87%	3	
B-	80-82%		
C+	78-79%		A student earning a C grade has demonstrated a basic level performance.
C	73-77%	2	
C-	70-72%		
NAS ⁹¹	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards.

⁹¹ The Not At Standard grade is intended to require students to re-do substandard work and demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure*. New York: Random House, 1969.

Capitol Collegiate Academy has many structures in place that address the academic and behavioral needs of students. As such, we further believe that if a student has not mastered the content, that student is not prepared to progress to the next grade level and that it would be doing a disservice to do so. The mission of Capitol Collegiate Academy is to prepare students for college, regardless of our empathy, preferences, or subjective opinions about any particular student. Mastery of material is what will provide for student success in college and that must be the standard to which we hold ourselves. Our grading and promotion policy reflects that value.

For students who struggle, we plan to provide push-in support, using the floating teacher during the school day. This allows for immediate feedback and adjustment for students who are having trouble mastering the material. Teachers will have the opportunity to discuss specific students during professional development and lesson plans will list individual students and what areas they are working to improve. The student support block at the end of the day allows for additional aid to students. Finally, our extended day is intended to provide for accommodations for students to ensure that there are multiple access points and opportunities to support them. As needed, this will also include the one-hour block of time after-school where teachers are available. We will work with families to create student support plans as needed.

Grade Level Promotion

In order to be promoted to the next grade in grades kindergarten through four, a student must have the following:

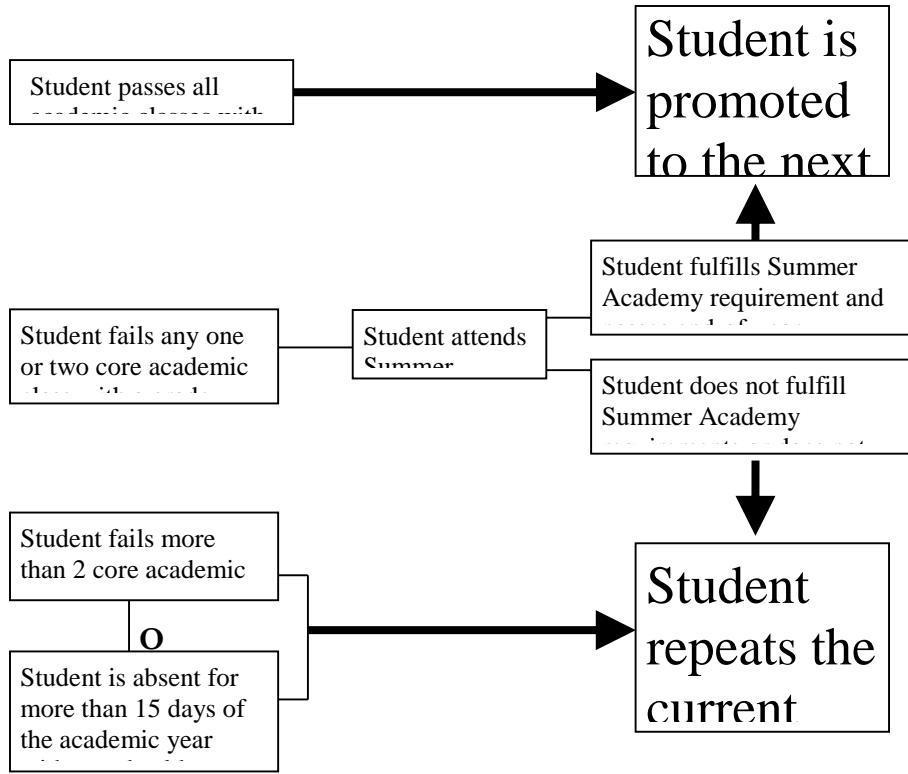
- Passing grade in Literacy, ELA, and Mathematics.
- A minimum 90% attendance rate for the year.

In order to be promoted to the next grade in grades five through eight, a student must have the following:

- Passing grade (70%) in at least three of the four core classes.
- A proficiency or higher rating (70% or more) on the End-of-Year Exam, a comprehensive exam assessing all standards and material covered during the course of the year.
- A minimum 90% attendance rate for the year.

If one or more of these criterion is not met, the student will not be eligible for promotion. Beginning in fifth grade, the student may elect to participate in the Summer Academy (discussed below). Students who only pass one core classes will not be eligible for the Summer Academy. Students with extended or chronic health problems will have an attendance policy developed that it is aligned and appropriate with their medical condition.

Figure 3.6: Promotion Policy for Fifth through Eighth Grade Students 0



Should a student need to repeat a grade, the Head of School and Dean of Academics will meet with both the student and the student’s family to discuss the action plan for the coming year. Interventions discussed at this time may include additional tutoring, increased in-class support, Saturday school, or mandatory tutoring time instead of full enrichment during the school day. Capitol Collegiate Academy will work with families to determine the best course of action on an individual student basis. The promotion policy for Capitol Collegiate Academy is encompassed in **Figure 3.6** below.

Summer Academy

At the end of the academic year, students scoring below a 70% in one or two core classes (English/Literacy, Math, Science, Social sciences) will be required to attend the Summer Academy and must create an action plan for growth in that content area to be applied the following academic year.

Graduation Policy

Because Capitol Collegiate Academy enrollment stops at eighth grade, our students will not graduate, but simply be promoted to the ninth grade. The requirements for eighth grade promotion will be the same as those outlined in the grade level promotion section above.

ELEMENT 4 – Governance

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

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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

Attached, in the Appendix, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

LEGAL ASSURANCES

Capitol Collegiate Academy will comply with the Brown Act and Government Code Section 1090, *et seq.* Members of Capitol Collegiate Academy’s Board, any administrators, managers or employees, and any other committees of the Charter School shall comply with applicable federal and state laws, applicable nonprofit integrity standards and the District’s charter school policies and regulations regarding ethics and conflicts of interest.

ORGANIZATION STRUCTURE

The organizational structure of the Charter School will develop and grow as the Charter School reaches its enrollment capacity. While the Board’s organization and role will remain the same, the Executive Director will have some responsibilities delegated to the school-site administrative team and more teachers and support staff will be added to support enrollment demands and student needs.

The organizational model represents fiscal conservatism and allocation of resources towards the Charter School’s mission. It will provide the founding staff with the opportunity to build a strong structure on which to fulfill the mission of the Charter School. Growth or retraction in funding will adjust the organizational structure of the Charter School as needed, and will be approved by the governing Board.

Figures 4.1 outlines the organization structure of Capitol Collegiate Academy in Years 5 onward. With each progressing level of organization, the Charter School has adjusted staff responsibilities in order to stay true to the mission, maintain a strong school culture, and target individual student performance. As its own LEA, Capitol Collegiate is a district and must execute on regular district activities. Therefore, there is both a district office function and then a school-site function. The organization structure of Capitol Collegiate (below) reflects both the district office (Executive Director, Business Manager) and school-site combined (all other staff).

Figure 4.1: Years 5 and On

School Year	Teaching Staff	Admin Staff	Other Staff
5	18	Executive Director; Head of School/Principal; 2 Directors of Curriculum and Instruction; Business Manager Dean of Culture;	Office Manager; Instructional Assistants (pending SPED needs; at least one per grade); Special education staff;
6	21	Executive Director; Head of School; 2 Directors of Curriculum and Instruction; Business Manager; Dean of Culture; Director of Special Education	Office Manager; Instructional Assistants (pending SPED needs; at least one per grade); Special education staff; Math Coach
7	24	Executive Director; Head of School; 3 Directors of Curriculum and Instruction; Business Manager; Dean of Culture; Director of Special Education	Office Manager; Instructional Assistants (pending SPED needs; at least one per grade); Special education staff; Math Coach Reading Coach

8	27	Executive Director; Head of School; 3 Directors of Curriculum and Instruction; Business Manager; Dean of Culture; Director of Special Education	Office Manager; Instructional Assistants (pending SPED needs; at least one per grade); Special education staff; Math Coach Reading Coach Director of Development and Community Engagement
9	30	Executive Director; Head of School; 3 Directors of Curriculum and Instruction; Business Manager; Dean of Culture; Director of Special Education	Office Manager; Instructional Assistants (pending SPED needs; at least one per grade); Special education staff; Math Coach Reading Coach Director of Development and Community Engagement

PRIMARY RESPONSIBILITIES OF BOARD OF DIRECTORS

Capitol Collegiate Academy will be governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board will maintain active and effective governance of the Charter School. The Board is responsible for ensuring that the Charter School fulfills its mission, remains true to the terms of the charter, and is a fiscally viable and responsible organization. The Board of Directors governs the Charter School in its pursuit of the Charter School’s mission, and delegates all managerial decisions to the Executive Director, who may designate to the Head of School. The Executive Director is responsible for the annual and long-term planning of the Charter School. The Head of School is responsible for the execution of all aspects of the Charter School’s educational program. The Board hires, sets compensation for, supports and evaluates the Executive Director; the Executive Director evaluates the Head of School as approved, denied or modified by the Board; the Head of School hires and evaluates all Charter School employees, with approval from the Executive Director.

The Board of Directors will maintain an effective reporting structure, have duly elected officer and active committees, meet quarterly in full compliance with the Brown Act, and set evaluation measures for the effectiveness of the Executive Director.

The Board of Capitol Collegiate Academy will develop policies and guidelines to ensure the viability and productivity of the Charter School. The Governing Board will maintain a minimum of five members with no more than eleven members, and will maintain an odd number for voting purposes. Capitol Collegiate currently has six board members. Four members are provided directly from the school. A fifth member was recently added and the resume is provided as an attachment in Appendix S. The sixth member, per SCUSD Board Action on May 6, 2010, must be a member of the SCUSD board (or designee). Capitol Collegiate has had prior official, voting representation from SCUSD in the past. The meeting minutes from May 6, 2010 is provided as an attachment. The exact wording is: "Second Vice President Grimes offered a substitute motion, approving the charter for 4 years and adding the requirement that a Member of the School Board of Education be a Member of the Board of Directors of the nonprofit corporation, seconded by Rodriguez." This member has previously accounted for the fifth member at the school.

No paid staff member shall sit on the Governing Board. Please note that the Board President is not the same as the Corporate President. The current Board President is Michelle Heppner, who is not an employee of the school. The Corporate President is the Executive Director, who is not a member of the Governing Board. Currently, Penny Schwinn is the Executive Director and does not sit on the Governing Board (she is a past board member when she was not an employee).

BOARD MEETING FREQUENCY, AGENDAS, AND MEETINGS

The Board will meet at least four (4) times per year, in full compliance with the Brown Act. The Board will ensure that the community has sufficient notice of all public meetings and the right to attend such meetings related directly to public funds. The Board will publicize through a yearly calendar of regular meetings provided at the start of each school year. The Board will post all meetings on the Capitol Collegiate Academy website. All regular Board meetings will be open to the public and will provide time for a public forum for commentary on any matters.

BOARD DUTIES/ DESCRIPTIONS

Capitol Collegiate Academy's Board of Directors will consist of a minimum of five (11) and no more than eleven (11) voting members. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than three (3) consecutive, three-year terms. Directors shall serve staggered terms to balance continuity with new perspective. Board members shall have experience in one or

more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The Executive Director shall not serve on the Board and shall not vote in Board elections.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The **Chair of the Board of Directors** is the head of the Board of Directors. The responsibilities of this position include:

- Presiding over and leading all meetings of the Board of Directors
- Working closely with the Executive Director and establishing board agendas
- Communicating and coordinating regularly with the Executive Director, committee chairs, and Board members
- Disseminating important information to other Board members, as needed
- Serving as *ex officio* member of all board committees
- Facilitating the appointment of committee chairs
- Assisting in development and facilitation of committee work
- Reviewing strategies and priorities, both operational and organizational
- Supervising the effectiveness of officers, board governance, and vacant board positions
- Cultivating future leadership for the Board

The **Vice-Chair of the Board** serves as the Board Chair in the event that the Chair is absent.

The **Treasurer of the Board** is entrusted with leading the financial oversight of the Board. These responsibilities include:

- Chairing the Finance Committee on the Board
- Working closely with the Executive Director to help prepare the annual budget
- Ensuring that Capitol Collegiate Academy is in compliance with federal, state, and district mandatory reporting requirements as well as all other financial reporting requirements
- Working with school staff to make all financial records available if requested by entitled organizations or persons
- Working closely with the Board Chair and the Executive Director to ensure that financial records are accurate and updated
- Reviewing monthly budget and financial statements
- Providing a recommendation for external auditors and accountants after thorough vetting
- Ensuring that all financial reports are prepared accurately and on time
- Reporting regularly to the Board of Directors on the financial position of the Charter School and facilitates board understanding of the financial health of the organization

The **Secretary of the Board of Directors** is executed by the Executive Director.

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

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

District Representation

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of Directors. This person would be one of the 5-11 members of the Board of Directors.

SELECTION OF NEW BOARD MEMBERS

A stable, strong, committed, and mission aligned Board of Directors is critical to the success of the Charter School. Therefore, all potential and new Board members will undergo a careful and deliberate vetting process and will require the vote of the current board membership in accordance with the Charter School's bylaws. Requirements of new members to the Board of Directors must have:

- Deep and unwavering commitment to the mission of Capitol Collegiate Academy
- Belief that the Charter School will be able to achieve its mission and should take all reasonable steps necessary in order to do so
- Regular attendance at all board meetings
- Expertise in one of the ideal areas listed above, or in another area that proves to be valuable to the governance of the Charter School, including law, finance, public relations, marketing, school leadership, policy, politics, fundraising, development, governance, consulting, and human resources
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and profession networks on behalf of the Charter School
- Availability and willingness to participate in the governance of Capitol Collegiate Academy
- Commitment to improving the quality of education for the students of Sacramento

New members will be elected to the Capitol Collegiate Academy Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

EXECUTIVE DIRECTOR and HEAD of SCHOOL DUTIES

The Executive Director is the leader of the Charter School, managing the operations and outcomes of the school. The Executive Director delegates to the Head of School the on-site programmatic and culture leadership in the building. The Head of School will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Head of School reports directly to the Executive Director.

The Executive Director evaluates the Head of School. The Executive Director reports to the Board of Education, manages all fiscal and business operations of the organization, manages all compliance-related activities, is the primary contact and staff representative

for all Board activities, completes all strategic planning activities, and directs grant and communication activities. The Head of School hires and evaluates all employees, as approved by the Executive Director.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors. The School has attached the specific evaluations for the Executive Director, and the Head of School, to this charter as part of Appendix L. The Executive Director manages the business, compliance, and operational components of the organization (as listed above). The Executive Director also manages the Head of School and his/her performance (duties listed below). As these may change from year to year as the school adds grade levels, this information is the most appropriate in this appendix, to allow for annual and necessary modification:

- Work to achieve the Charter School enacts its mission;
- Supervise and evaluate school-site staff
- Participate in and develop professional development workshops as needed
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors and Executive Director
- Identify the staffing needs of the Charter School and offer staff development as needed
- Ensure that appropriate evaluation techniques are used for both students and staff
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Encourage and support teacher professional development
- Act as one of the representative to attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors – in coordination with the Executive Director - to the Executive Director, the business administrator of the Charter School, other appropriate employee, or third party provider.

PARENT, TEACHER, AND STUDENT INVOLVEMENT

The input of all school stakeholders will be valued by the Board as well as the school. As such, stakeholders will be given the opportunity to address issues on the agenda at regular Board meetings and to participate at the committee level as appropriate. Further commentary on issues regarding the school can be given to the school's Head of School.

Capitol Collegiate remains committed to parent involvement at the school level. We currently have a Parent Site Council – called the School Achievement Council (SAC), which will meet on a regular basis (either monthly or quarterly, to be determined by the council). This group will meet with the Head of School to discuss issues involving school academics, culture, and community. This will be an important voice at the school and one that will help to ensure a comprehensive understanding of how the school is performing. This group also represents the English Language Advisory Committee (ELAC), due to the small size of the school. Both English and non-English speaking families are represented in this group. Further, there is a parent governing board position on the school's board.

The school currently, and will continue to translate documents into Spanish (including application materials, family handbooks, information about events, etc.). The school also ensures that there are Spanish-speaking staff on site and in the front office to support families in engagement with the school. As CCA enrolls larger percentages of families speaking other languages (more than 5% of enrollment), the school will also provide translation services regularly in all other languages. As a note, CCA does provide translation services for languages other than Spanish when needed.

The school communicates academic and non-academic progress to parents in a variety of ways (please see Element 1). The school holds teacher family conferences each trimester to discuss student progress; the school sends home monthly classroom newsletters as well as monthly school reports; the school sends home daily "STAR" reports which details student behavior progress and any academic notes; the school sends home weekly CAL reports which outlines all of the standards and content covered that week, collegiate work (homework), and ways that families can support their students over the weekend.

As students mature into the upper grades of the Charter School, we will invite a student representative to speak to the board.

CONFLICT OF INTEREST POLICY

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established. The Charter School shall comply with the Brown Act. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within the Appendix (B).

ELEMENT 5 - Employee Qualifications

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

Capitol Collegiate Academy will recruit, employ, and retain a staff of professionals, committed to educating all students and to working towards the Charter School's mission. We recognize that teacher quality has the most significant impact on student performance⁹² and therefore will make it a top priority to recruit, select, hire, support, develop, and retain the strongest teachers, administrators, and support staff possible.

EQUAL OPPORTUNITY EMPLOYER

Capitol Collegiate Academy will not discriminate against any potential or current employee based on the basis of ethnicity, national origin, gender, gender identity, gender expression, sexual orientation, religion, race, disability, or any other protected classification, in accordance with applicable law.

ELEMENTARY AND SECONDARY EDUCATION ACT

Capitol Collegiate Academy will comply with the provisions of the Elementary and Secondary Education Act as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools.

CREDENTIALIALS

Teachers of core content areas at Capitol Collegiate Academy (English Language Arts, Math, Science, and Social Sciences) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Capitol Collegiate Academy will work to minimize our use of Emergency Credentialed Teachers.

⁹² Thernstrom, A. and Thernstrom, S., *No Excuses*, Simon & Schuster (2003), p. 43.

STAFF SELECTION

Capitol Collegiate Academy will utilize a comprehensive screening process to ensure selection of the highest quality staff.

The Board of Capitol Collegiate Academy will hire the Charter School's Executive Director, who hires the Head of School. All other staffing decisions will be made by the Head of School.

Our selection process will typically include:

1. Development of job description, requirements and qualifications
2. Aggressive recruitment through web sites, career fairs, and professional networks
3. **Stage 1:** Application, resume, cover letter, short open responses
4. **Stage 2:** Introductory phone interview (in-person as needed)
5. **Stage 3:** Sample teaching(s) with debrief and feedback session(s)
6. **Stage 4:** Extensive interviews with administration and existing school staff
7. **Stage 5:** Shadow teacher for day with debrief and 2nd formal interview
8. **Stage 6:** Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
9. Offers of employment to the strongest candidates

JOB QUALIFICATIONS FOR KEY PERSONNEL

While we will use these qualifications and responsibilities to guide the interview process, Capitol Collegiate Academy will also take into consideration other qualities that may be desired in a potential candidate such as: SCUSD teachers who have been laid off, second language-speaking teachers, experience in communities similar to those served by our school, and other specialized backgrounds.

Qualifications and Certifications - Head of School

Suggested Qualifications and Required Certification

- Strong commitment to, belief in, and alignment with school's mission and vision
- Minimum of five years working in urban education with history of significant gains in student performance and/or growth
- Experience in leadership and management of both adults and students
- Ability to assess data, find trends, and use information to make strategic decisions
- Knowledge of or experience in education, school finance, governance, management, and law
- Experience in budgetary planning, accounting, and effective allocation of school resources

- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation

Director of Curriculum and Instruction

Suggested Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Minimum of three years working in urban education with history of significant gains in student performance and/or growth.
- Experience in leadership and management of both adults and students.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Currently holds California Teaching Credential.
- Strong knowledge of California State Content Standards in all relevant grades and subjects.
- Knowledge of national content standards.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Qualifications and Certifications – Teacher

Suggested Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- California state teacher credential or certification eligibility.
- Minimum of a Bachelor's degree.
- Minimum of one year working in urban education with a history of significant gains in student performance and/or growth.
- Excellent verbal and written skills.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for student outcomes and achievement.

Qualifications and Certifications – Special Education Coordinator OR Teacher

Suggested Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- California state teacher credential or certification eligibility.
- Minimum of a Bachelor's degree.
- Minimum of one year working in urban education with a history of significant gains in student performance and/or growth.
- Experience in writing excellent IEPs and communicating the contents in an accessible way to multiple audiences.
- Experience compiling and managing special education reporting data.
- Excellent verbal and written skills.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for student outcomes and achievement.

Qualifications and Certifications – Dean of Culture

Suggested Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Minimum of two years working in urban education with history of significant gains in student performance and/or growth and history of building strong relationships with students and families.
- Experience in leadership and management of both adults and students.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Currently holds California Teaching Credential.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Qualifications and Certifications – Business Manager

Suggested Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Possession of, at minimum, a Bachelor's degree.
- Minimum of five years experience in operations and finance preferred.
- Proficiency or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resources software (required).
- Knowledge of school finance, budgetary planning, and accounting principles (required).
- Experience in school finance, governance and fundraising (preferred).
- Excellent technical writing and organizational skills required.
- Excellent data management and reporting abilities.
- Demonstrated ability to multitask effectively and prioritize strategically.
- Prior leadership roles with demonstrated strong results.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Qualifications and Certifications – Development Director

Suggested Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Possession of, at minimum, Bachelor's degree.
- Experience in development, fundraising, and strategic planning.
- Strong oral and written communication skills.
- Detail-oriented, strong organization skills, and clear adherence to time sensitive deadlines.
- Strong influencing and motivating skills and ability to engage diverse audiences.
- Proficiency in Excel, website maintenance and desktop publishing.
- Open to feedback, and willingness to take responsibility for raising funds, even in challenging economic contexts.

Qualifications and Certifications – Office Manager

Suggested Qualifications

- College degree preferred but may be substituted for relevant experience.
- Three or more years of customer service experience.
- Strong organizational abilities.
- Detail oriented.
- Experience in clear, respectful communication with both adults and children.
- Preferred experience working in urban settings.
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software.
- Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint.
- Open to feedback, willingness to take personal responsibility.

ELEMENT 6 - Health and Safety

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).

SCHOOL SAFETY PLAN

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

The following is a summary of the health, safety, and risk management policies of Capitol Collegiate Academy:

1. Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Capitol Collegiate Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Capitol Collegiate Academy's premises, or in a product, facility, piece of equipment, process, or business practice for which the Charter School is responsible, the employee will bring it to the attention of the Head of School or another member of the administrative team immediately. The school's administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Head of School regarding the problem.

Periodically, Capitol Collegiate Academy may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

2. Criminal Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

3. Child Abuse Reporting

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

4. Medication

Capitol Collegiate Academy will adhere to **Education Code Section 49423** regarding administration of medication in school.

5. TB Testing

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

6. Medical and Immunization Records

All students enrolled at Capitol Collegiate Academy and staff will be required to provide records documenting immunizations as is required at public schools pursuant to **Health and Safety Code Section 120325-120375**, and **Title 17, California Code of Regulations Sections 6000-6075**. Students' medical records will be kept on file at the Charter School and made available to school staff as necessary to protect student safety and confidentiality. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

7. Vision, Hearing, and Scoliosis Screenings

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

8. Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.

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

9. Blood Borne Pathogens

Capitol Collegiate Academy will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Capitol Collegiate Academy Board shall establish a written infectious disease control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

10. Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment. There is zero tolerance for this activity on campus.

11. Harassment

Capitol Collegiate Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Capitol Collegiate Academy (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

12. Emergency Preparedness

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

school site shall be used as a starting basis for updating the handbook for the Charter School.

13. Annual Training

Annual training for staff provided by competent trainers on:

- **Sexual Harassment Prevention** – Sexual harassment prevention, as required by Government Code section 12950.1 (such training may be provided biannually if consistent with applicable law);
- **Mandated Reporter Requirements** – The mandated reporter requirements under the Child Abuse and Neglect Reporting Act;
- **Anti-discrimination Laws** – Anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220; and
- **Uniform Complaint Procedure** – The uniform complaint procedure (“UCP”)
- **Emergency Preparedness** – seismic safety, natural disasters, and emergencies

14. Facility Safety

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

ELEMENT 7 - 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 school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

ASSURANCES

Capitol Collegiate Academy will work with neighborhood associations and community groups to provide information about the availability of the Charter School in the area. Capitol Collegiate Academy will actively recruit students from traditionally underserved areas in order to enroll a student population that reflects the rich diversity in race, ethnicity, and economics, which exists in the South Sacramento area.

STUDENT POPULATION

Capitol Collegiate Academy plans to serve families in Sacramento. We recognize that the Charter School will likely be within the boundaries of the Meadowview area, pulling students from regions and neighborhoods close to our current location at 2118 Meadowview Rd. Our recruitment plan, outlines our plans to recruit families in this area as well as that which covers the entire SCUSD. Although the petition emphasizes the recruitment of students from underserved socioeconomic backgrounds, our marketing plan and efforts will absolutely work to attain a racial and ethnic balance that is reflective of the district. Indeed, with the diversity of the district, this is not only our legal requirement but our natural preference as well.

COMMUNITY OUTREACH AND RECRUITMENT PLAN

Capitol Collegiate Academy is committed to the mission of providing access to an excellent public education for students in the Sacramento community. In order to accomplish this mission, we realize the importance of strong community ties as well as the need to engage the community in partnership with the Charter School. We believe that this comprehensive effort in support of the academic achievement of students will be an important component to our success. As a result of this belief, we have already begun the work of developing community ties and support. We have met with multiple community organizations and outreach groups which are outlined later in this section. We have also met with students and families in the area, and have been privileged to obtain their support. We will continue to work to engage these organizations and families throughout the development and growth of our school. These constituents and supporters are welcomed as supporters and advocates of our work. Additionally, some may also want to have a more active role in the Charter School. We anticipate the ability to engage community groups in our work through after-school programs, tutoring programs, and community activities as the Charter School develops. For example, we will work with community organizations such as the Boys and Girls Club to find after-school options for students on Professional Development Wednesdays. We also expect that some community supporters may find an avenue of involvement to come through participation on the Capitol Collegiate Academy Family Achievement Council. The individuals and organizations that choose to participate in this

forum may help in the recruitment of students, the donation of their expertise when asked, and a strong voice at the bi-annual community meeting. We also anticipate distributing a regular newsletter to which we would send these valuable partners in our work.

Recruitment of Students

Capitol Collegiate Academy recognizes the need for our school in this South Sacramento community. We additionally recognize that this school must absolutely be marketed to the entire SCUSD area. We further recognize the challenges of recruiting students and families to a new school, particularly one that is not their “home” or “district” school or may be farther away than the school closest to their homes. We also recognize that charters are relatively unfamiliar to many families in the area and that the recruitment process will also be one of informing families about their various choices. As a result, we have thoughtfully considered and planned a strategic effort that will utilize our community and business relationships to reach any interested families in the area. We will address this recruitment process openly, transparently, and honestly in order to provide families with the information that they need to make a decision that best serves the needs of their individual children. Our recruitment will begin in January and remain consistent until our lottery or we have met our enrollment targets. This plan will be designed and executed by the Charter School staff, predominantly the Head of School and Dean of Academics. The Executive Director will hold the Head of School responsible for implementing this plan, and the effectiveness of the plan will be determined by using school benchmarks as to the number of applications submitted per week. We use the following strategies to ensure a full roster and a racial and ethnic balance:

- Presentations at local day cares, head starts, and early childhood centers
- Mailers to home and word-of-mouth
- Family and parent delegates in the community
- WIC locations and Work placement agencies

We translate all recruitment materials into Spanish and provide Spanish translation during presentations. The ability to translate materials into another language is also an option, if needed. We further monitor our incoming applications to ensure that we are pulling from neighborhoods that best represent the group that we are committed to serving. While we are committed to serving any child residing in SCUSD or other area permitted by law, who wishes to attend Capitol Collegiate Academy, the majority of our recruitment efforts will focus on attracting families living within the boundaries of South Sacramento, as outlined. We plan to work in the community and closely with community organizations to build support for the Charter School and ensure successful enrollment. The Charter School targets organizations, preschools, and areas that have high populations of low-income families. Capitol Collegiate does not target any specific racial group. Capitol Collegiate only recruits actively for kindergarten, so there is not available information around special needs or prior academic performance. However, Capitol Collegiate does reflect a population with high special needs (over the state average) and low starting performance (based on our kindergarten readiness assessment). Capitol Collegiate also effectively recruits for low-income, based on the percentage of students who qualify for free and reduced price lunch (based on the five-year average). Capitol Collegiate measures and monitors recruitment efforts based on the demographics we enroll, as noted above. Please see Appendix K for more information.

ELEMENT 8 - Admission Requirements

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

APPLICATION PROCESS

All families interested in enrolling their child(ren) in Capitol Collegiate Academy will be required to complete the following steps and participate in the following application process:

- Submit an application during the Open Enrollment Period (first business day after January 1 through the first Thursday of April at 5:00 PM).
- Random Public Drawing (occurring on the third Thursday of April at 7:00 PM)
- Complete and submit Intent to Enroll paperwork within two weeks of the lottery date (including a signed acceptance letter and all required paperwork – proof of age, release of records, immunization records, home language survey, and emergency medical information)

OPEN ENROLLMENT

All students interested in attending Capitol Collegiate Academy will be required to complete an application form and submit this application directly to the Charter School before the publicly advertised open enrollment period deadline.⁹³ Applications will be available during a publicly advertised open enrollment period each year, generally beginning the first business day after January 1 and continuing through 5:00 PM on the first Thursday of April. Submitted applications will be date- and time-stamped and student names added to an application roster to track receipt.

⁹³ The student application form is included in the Appendix (T).

Following the open enrollment period each year, applications shall be counted to determine if any grade level has received a number of applications than availability. . In this event, the Charter School will hold a public random lottery to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

While we are committed to serving any child residing in SCUSD or other area permitted by law, who wishes to attend Capitol Collegiate Academy, the majority of our recruitment efforts will focus on attracting families living within the boundaries of South Sacramento, as outlined. We plan to work in the community and closely with community organizations to build support for the Charter School and ensure successful enrollment. The Charter School targets organizations, preschools, and areas that have high populations of low-income families. Capitol Collegiate does not target any specific racial group. Capitol Collegiate only recruits actively for kindergarten, so there is not available information around special needs or prior academic performance. However, Capitol Collegiate does reflect a population with high special needs (over the state average) and low starting performance (based on our kindergarten readiness assessment). Capitol Collegiate also effectively recruits for low-income, based on the percentage of students who qualify for free and reduced price lunch (based on the five-year average). Capitol Collegiate measures and monitors recruitment efforts based on the demographics we enroll, as noted above.

ADMISSION PREFERENCES

If the Charter School receives a number of applications that exceeds the number of available spaces, a public random lottery will be hosted, with preference for available spaces given to students in the following order:

1. Current Capitol Collegiate Academy students
2. Siblings of currently enrolled Capitol Collegiate Academy students
3. Children of the Capitol Collegiate Academy staff and Board of Directors (up to 10% of total enrollment)
4. Students residing within the borders of Sacramento City Unified School District
5. All other California residents (out-of-district)

PUBLIC RANDOM LOTTERY

Should the number of students applying for school admission exceed the number of spaces available in any given grade, a random public lottery will be held to determine admission, per the requirements of **Education Code 47605(d)(2)(B)**. In the event that a lottery is required, families intending to enroll their children who submitted completed application packets by the deadline of 5:00 PM the first Thursday of April will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. If needed, the lottery will be held on the third Thursday of April at 7:00 PM. The lottery will be held at the Charter School each year, except the first year when it may be hosted at another location near the Charter School's facility.

Before beginning the drawing, rules for the lottery will be explained. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Each grade's lottery will be conducted separately, beginning with kindergarten, and will be further subdivided into groups that represent each of the Charter School's identified preference categories.

The lottery itself will be conducted by pulling slips of paper identified with applicant numbers out of a container, beginning with the students who receive preference as allowed by law and specified in our charter. Slips will be pulled until all openings are filled and then all remaining slips will be drawn to create a waiting list. The lottery will be facilitated by an uninterested third party and fair execution of the lottery will be verified by an officer of the Capitol Collegiate Academy Board of Directors.

Copies of all application packets, lottery results, and waiting lists will be readily available for inspection at the Charter School office. Acceptance letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified by mail. All admitted students must return acceptance letters within two weeks of the lottery to secure their seat.

WAITING LIST

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. If a position opens during the school year, the Charter School will contact the family at the top of the wait list to offer their student admission to the Charter School. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled. Students who submit applications after the deadline will be added to the end of the waiting list in the order received. In no circumstance will a wait list carry over to the following school year.

ATTENDANCE ACCOUNTING

Capitol Collegiate Academy will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for SCUSD, SCDOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to SCUSD as required by the District.

Capitol Collegiate Academy shall provide to the SCUSD all requested and required information related to this area.

ELEMENT 9 - Annual 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 Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. 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 annual audit will be completed by Vicenti, Lloyd & Stutzman LLP and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them at the next scheduled board meeting. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same, which will be dependent on the deficiencies noted, to be submitted within thirty (30) days of the board meeting. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10 - Suspensions and Expulsions

*Governing Law: The procedures by which pupils can be suspended or expelled.
Education Code Section 48900.*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student and Family Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspensions

Capitol Collegiate will suspend students when there are serious breaches in the discipline code. Causes for school suspensions include, but are not limited to: fighting or physical assault, bullying, taking property or money, constant disruptive behavior or willful disobedience, excessive disrespect, continuous unpreparedness, harassment or violent threats, open defiance, accruing excessive referrals, or possessing, using or dispensing illegal substances. These violations constitute an automatic referral for expulsion if they occur multiple times (as described below) or if they create a situation that leads to a real threat to the safety and well-being of the student or others on campus. Another determinant to escalate a suspendable offense to expulsion includes prior student history (repeated offenses in combination), and the judgement of school administration.

Expulsion

Expulsion will be reserved for students whose conduct is of such character as to constitute a continuing danger to the physical well-being of other students and/or the staff. There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or students. A student may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property, and zero tolerance if this is done two or more times. Expulsion might also be used when a student is so repeatedly disruptive that a teacher and classroom

cannot function (resulting in 10 or more in-house or out-of-school suspensions). Or it might apply to a student who ends up being suspended constantly (10 times or more) and shows no evidence of desiring to change the problem behaviors such as continued and willful disobedience and/or open defiance of authority. In each case, the student up for expulsion would have to be one who has not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, advisor support, parental involvement, or counseling. For a student to be expelled, the process must be initiated the Head of School and must include discussion with the entire faculty and a hearing with the student's parents where stakeholders in the child's education are present. The decision must be finalized with board approval.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Head of School's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

As a note, CCA has never expelled a student.

Capitol Collegiate maintains a comprehensive set of student discipline policies. These policies are attached hereto in the Family Handbook, which is approved annually by the School's Board. These policies clearly describe the school's policies around suspensions and expulsions. Each student and his/her guardian(s) are required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are serious disruptions to the education process, and/or who present a health or safety threat may be suspended. CCA will notify and confer with the student's parent/guardian on the day of the suspension by phone and in person (if possible). If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, CCA may take action to expel the student. Please note that a serious offense is defined as one in which a "student presents an ongoing threat to health and safety." Please see below for processes. CCA will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The school will notify the District of any expulsions. The school will

account for suspended or expelled students in its average daily attendance accounting as provided by law. As the school will update the suspension and expulsion policies annually, please see the Family Handbook in the Appendix for the current policies.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Step 1: Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee .

The conference may be omitted if the Head of School determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Step 2: Notice to Parents/Guardians

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

Step 3: Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or Head of School's designee, the pupil and the pupil's guardian or

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

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the

complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination

regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

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

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 - Retirement Programs

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).

ASSURANCES

Capitol Collegiate Academy will make any contribution that is legally required of the employer, which may include State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), Social Security, and unemployment insurance.

STATE TEACHERS' RETIREMENT SYSTEM

Capitol Collegiate Academy certificated teachers and eligible administrators shall be a part of the STRS. Employees will accumulate service credit years in the same manner as all other members of STRS. The County shall cooperate as necessary to forward any required payroll deduction reports as required by Education Code Section 47611.3(a).

NON-CERTIFICATED EMPLOYEES' RETIREMENT

Other employees shall be covered by PERS, or Social Security.

REPORTING

Retirement reporting will be contracted out to a qualified service provider, however, the Head of School will be responsible for ensuring that such retirement coverage is arranged.

ELEMENT 12 – Public School Attendance Alternatives

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

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

ELEMENT 13 - Rights of District Employees

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 a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14 - Dispute Resolutions

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

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

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

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Head of School of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School shall confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Head of School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Charter School shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Charter School Executive Director and/or Principal. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 15 - Public School Employer

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 the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Education Code Section 47605(b)(5)(O).

Capitol Collegiate Academy shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.

ELEMENT 16 - Closure Procedures

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 charter 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).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix (R), the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

FACILITY

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).

Capitol Collegiate Academy is located at 2118 Meadowview Rd. Sacramento, CA 95832.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

BUDGETS AND FINANCIAL REPORTING

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).

Attached, in the appendix please find the following documents:

- A projected budget including cash-flow
- Budget assumptions

These documents are based upon the best data available to the petitioners at this time. The budget and projected cash flow currently reflect conservative estimates in regard to revenue and are projections based on the current context. In the 2016-17 school year, there are two months where cash on hand is projected to go into the negative. If, going into that school year, we find that our carryover amounts will leave any month with a deficit, we will take two specific actions before the start of the school year. First, we will make adjustments to expenditures, both amount as well as timing, to reflect a positive cash balance at the end of every month. These conversations will happen as budget revisions with the School's Board. Next, we will maintain the current relationship we have with our lending partner, Charter Asset Management, as well as the California Credit Union. These

two groups provide low-interest advances on projected funding. We will use these resources and partnerships only if necessary.

Next, we acknowledge that we have cash carryover each year, in increasing amounts that far exceed the mandated reserve requirement from the California Department of Education. Those accruals will also allow for relief from any negative cash flow, in addition to the standard receivables we will collect each year.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

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

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

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School will continue to provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

The founding team of Capitol Collegiate Academy is honored by the opportunity to apply for a renewal of a charter school that will serve families in Sacramento and is eager to work with the District to provide the best possible educational opportunities for all students.

By approving this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2016 through June 30, 2021.

