

# Initial Charter Petition for the Approval of NORCAL Trade & Tech

Submitted to the  
Sacramento City Unified School District

Submitted on  
10/16/2017

For the term of July 1, 2018 through June 30, 2023

By the Lead Petitioner, Mike Brunelle

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# Requirements Prior to Petition Submission Checklist

## Requirements Prior to Petition Submission Checklist

X Charter Department meeting

- At least 30 days prior to petition submission.

X Letter of Petition Intent - signed

- Due at a Board meeting during Public Comment at least 1 week before petition submission.
  - 8 copies for Board members
  - 1 copy for Superintendent
  - 1 copy for Charter Department

X Petitioner Assurances and Disclosures - signed

- Due at a Board meeting during Public Comment at least 1 week before petition submission.
  - 8 copies for Board members
  - 1 copy for Superintendent
  - 1 copy for Charter Department

M. Brunello Mike Brunello 9/7/17  
Name Signature Date

## Letter of Petition Intent

### **Letter of Petition Intent**

To: Sacramento City Unified School District Board of Education

From: Mike Brunelle

Date: 9/7/2017

It is the intent of NorCal Trade & Tech (NTT) to submit an initial charter petition on September 29, 2017. The anticipated school opening date is July 1, 2018.

NorCal Trade & Tech seeks to be a classroom based charter school serving primarily adults for high school completion (HSC), and adult elementary programs, including adult basic education, and English language development (ELD) /English as a second language (ESL). NTT has an anticipated initial enrollment of 200 adult students and an anticipated year five enrollment of 1,000 adult students.

NorCal Trade & Tech seeks to be located at the former Florin Tech Center at 24<sup>th</sup> and Florin on district owned property.

NorCal Trade & Tech is operated by Success Skills Inc., a 501 (c) (3) non-profit organization that seeks to be direct funded.

NorCal Trade & Tech is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,



Mike Brunelle



## Petitioner Assurances and Disclosures

### Petitioner Assurances and Disclosures

- Yes \_\_\_ No Petitioner has read and understands the Petitioner Requirements as available on the District's website.
- Yes \_\_\_ No Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.
- Yes \_\_\_ No Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.
- Yes \_\_\_ No Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.
- Yes \_\_\_ No Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 90 days of the petition submission date.
- Yes \_\_\_ No Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.
- Yes \_\_\_ No Petitioner understands that petition approval is contingent upon signed MOUs within 30 days of Board Action (Independents only).
- Yes \_\_\_ No Petitioner will operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.
- Yes \_\_\_ No Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)
- Yes \_\_\_ No Petitioner will follow the Petition Submission Requirements.
- Yes \_\_\_ No Petitioner is submitting a signed Letter of Petition Intent with this form.

Mike Brunelle M Brunelle 9/7/17  
Name Signature Date

Nor Cal Trade & Tech  
Charter School Name

## Assurances — General

- Yes \_\_\_ No      Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)]
- Yes \_\_\_ No      Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)]
- Yes \_\_\_ No      Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)]
- Yes \_\_\_ No      Petitioner will not charge tuition. [Ed. Code §47605(d)(1)]
- Yes \_\_\_ No      Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)]
- Yes \_\_\_ No      Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)]
- Yes \_\_\_ No      Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Yes \_\_\_ No      Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Yes \_\_\_ No      Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(l)]
- Yes \_\_\_ No      Petitioner will at all times maintain all necessary and appropriate insurance coverage.
- Yes \_\_\_ No      Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Yes \_\_\_ No      Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)]

- Yes \_\_\_ No Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health information. [Ed. Code §47605(d)(3)]
- Yes \_\_\_ No Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- Yes \_\_\_ No Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
- Yes \_\_\_ No Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)]
- Yes \_\_\_ No Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days.
- Yes \_\_\_ No Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)]
- Yes \_\_\_ No Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property.
- Yes \_\_\_ No Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(l)]
- Yes \_\_\_ No Petitioner will require the Charter School Board to comply with the provisions of the Brown Act.
- Yes \_\_\_ No Petitioner will comply with the provisions of the California Public Records Act.
- Yes \_\_\_ No Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1.
- Yes \_\_\_ No Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D).
- Yes \_\_\_ No Petitioner shall comply with all applicable portions of the Every Student Succeeds Act.

Mike Brunelle M Brunelle 10/13/17  
 Name Signature Date

Nor Cal Trade & Tech  
 Charter School Name

## Assurances — Health and Safety

### Assurances-Health and Safety

- Yes \_\_\_ No Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
- Yes \_\_\_ No Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
- Yes \_\_\_ No Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]
- Yes \_\_\_ No Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
- Yes \_\_\_ No Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
- Yes \_\_\_ No Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
- Yes \_\_\_ No Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
- Yes \_\_\_ No Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
- Yes \_\_\_ No Petitioner will have health and safety policies and procedures addressing:
- Immunizations, health screenings and administration of medications
  - Student wellness
  - Food service
  - Campus supervision
  - Field trip supervision
  - Screening of volunteers
- Yes \_\_\_ No Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.
- Yes \_\_\_ No Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

Yes  No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

Yes  No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Mike Brunelle Mike Brunelle

Name

Signature

10/13/17

Date

Nor Cal Trade & Tech

Charter School Name

## Introduction

NORCAL Trade & Tech will be an adult-focused charter school, with an adult-focused high school program, and an adult elementary program, which will be primarily tailored towards teaching English Language Development (ELD) to adults. NORCAL Trade & Tech will provide an opportunity for adults to earn their high school diploma, which helps them to become better contributing members of society, and increases their children's chances of success in school.

## Vision & Mission Statements

The vision of NTT is that everyone learns, everyone succeeds, and everyone graduates!

NTT's mission is to provide an integrated education experience where students earn a high school diploma while also receiving career training, and assist students to gain livable wage employment.”

## History/Background from Beginning to Current

Success Skills is the 501(c)(3) Public Benefit Corporation that will oversee NORCAL Trade & Tech. It started over a decade ago with a focus on serving veterans and disabled adults through career education. Recently, it has expanded its focus towards serving a broader group of adults in need, and decided to start NORCAL Trade & Tech as an adult-focused charter school.

## Founders/Leadership Team/Key Supporters

NORCAL Trade & Tech has a team of experienced leaders to ensure a successful charter school.

### Mike Brunelle, Principal

Mike is a retired SCUSD teacher and administrator with more than 35 years of experience in public education. His experience as a teacher was in Vocational-Technical Education and Special Education. His administrative experience was as an Adult Education Principal, and as the Director of Career Technical Education.

### Larry Bowler, Board President

Mr. Bowler is a retired 30-year Lieutenant from the Sacramento Sheriff's Department, and also a retired three-term Assemblyman. While in the Assembly, he authored the welfare to work legislation, and continue to work tirelessly to improve job training programs.

### Ward Allen, Board Secretary

Ward started the first CTE Truck Driver Training Program at SCUSD in 1997, and it has continued ever since, offering solid job training to ex-offenders and others. In 2013, he and three others started Highlands Community Charter School.

### Ken Shoemake, Treasurer

Ken retired from a long and successful management career with the State of California, and is a successful local business owner.

### Delaine Eastin

Ms. Eastin is a retired classroom teacher, a retired Assemblywoman from the California Legislator, and the two-term California State Superintendent of Public Instruction. She is a passionate advocate for California's students, and believes that everyone in our state is entitled to a good education. NOTE: Ms. Eastin is currently a candidate for Governor of California. For that reason, she is on a temporary leave of absence from the NTT Board.

## Highlights and Accomplishments

While NORCAL Trade & Tech has not yet started, Success Skills as a non-profit organization has had some significant accomplishments in providing educational opportunities to adults in need. Including becoming the first California nonprofit veteran agency to be approved by California’s Department of General Services (DGS) in 2008, and is an affiliated Community Rehabilitation Program (CRP) for SourceAmerica (Formerly NISH), whose mission is to create employment opportunities for people with severe disabilities.

## Programs, Curriculum, and Instructional Practices

There is an important need in South Sacramento – education and livable wage job training. As such, NORCAL Trade & Tech will help adults to learn both the basic academic skills and knowledge necessary to survive in the 21<sup>st</sup> century, as well as the vocational skills necessary to earn a livable wage. It will do this through a process of “Linked Learning” where academic and career technical education (CTE) curricula are tied together to enhance both.

Instructional practices for adult-focused high school academics will be that of individualized high school learning labs, in which students work independently within a classroom on academic topics, with the support of the teacher. Career Technical Education courses will generally run more traditionally, although often with shorter terms than that of a full semester.

NTT will also offer adult elementary programs focused on English language development (ELD) / English as a Second Language (ESL). These programs will have classes that are semi-open entry, and be divided by English level according to the National Reporting System (NRS) Educational Functioning Levels (EFLs), which start at ESL Literacy, then to Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL, and then finally Advanced ESL, with students then transitioning into the adult high school program, as previously described.

## School Location

NTT would like to open at the former SAC City (SCUSD) adult education facility at 24th and Florin in South Sacramento. This is the old “Florin Tech Center”, which is not now in use but still owned by SCUSD. The facility is about six (6) acres in size, with a number of modular classrooms with restrooms and handicap ramps already installed. NORCAL would like to lease this facility from SCUSD.

## Number of Students and Grades Served

The following table shows the estimated daily enrollment for the adult-focused high school program, in which students will officially be registered in grade 12, and for the two parts of the adult elementary/ELD program, which students will officially be registered in grade levels 1 or 2.

Program	Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Adult-Focused High School	12	80	160	240	320	400
Upper Adult Elementary ELD	2	50	100	150	200	250
Lower Adult Elementary ELD	1	70	140	210	280	350
Total		200	400	600	800	1,000

**Note:** In adult-focused charter schools, daily enrollment is higher than average daily attendance due to students not having compulsory attendance combined with life issues that adults face which kids often do not have, such as issues with childcare for the day. See Appendix D – Budget, 5-Year Projections, and Assumptions for average daily attendance estimates.

## Executive Summary

### Quick Facts

- Name of Proposed Charter School: NORCAL Trade & Tech (NTT)
- 501(c)(3) Public Benefit Corporation: Success Skills, Inc.
- Lead Petitioner: Mike Brunelle
- Name of Authorizer: Sacramento City Unified School District (SCUSD)
- Scope of Proposed Charter: District
- SELPA: SCUSD SELPA
- Estimated # of Students for First Year: 200
- Estimated # of Teachers for First Year: 6 to 8

### A Need for More Adult Education Opportunities

*Governing Regulation: Describe, as applicable among the different elements, how the charter school will: Provide parents, guardians, and students with expanded educational opportunities.*

— SCUSD AR 420.4(III)(B)(4)(16.)(i.)(5)(d)(iii)

The Sacramento Region and, in fact, all of California needs more adult education. With nearly 1 out of 5 high school students not graduating in California, and 15 to 20% of adults being foreign born in California, even with some overlap of these groups, at least one-third of California adults have a need for adult elementary or adult secondary education.

Yet, while California once had a thriving Adult School system to help adults fulfill, what can be argued, their legal right to education; with the “Great Recession”, school districts had to focus their resources on kids and not adults. This led to a tremendous reduction in adult school programs, such that SCUSD dropped its high school completion program, and now only has a high school equivalency program. Thus, by opening NORCAL Trade & Tech, it will once again allow SCUSD adults to earn a full high school diploma.

SCUSD continues to offer some classes to teach English as a Second Language (ESL) to adults, but these too have been reduced from what they were at their height, and with the many immigrant communities that exist within the Sacramento City Unified School District, they have more need for learning English than what can be offered by SCUSD. So, the NTT adult elementary program will help expand opportunities for these adults, which include parents of SCUSD, and thus will also support the children’s education in SCUSD schools.

### Overview of the Petition

This petition lays out the plan for an effective adult-focused charter school, which will provide needed services to the parents and other community members of Sacramento City Unified School District. The school is being led by an experienced board, administrators, and teaching staff. The school will use many of the best practices of California adult schools, as well as innovative practices such as Linked Learning.



### Key Points in the Petition

- Focus on adults, minors will only be incidentally served
- Includes the following 2 education programs:
  - Adult Secondary (Adult-Focused High School)
  - Adult Elementary (Adult English Language Development & Basic Skills)
- Use of adult education curriculum, aligned to California Content Standards
- Measurable outcomes focus on:
  - CASAS score improvement, to have comparable measures to adult schools
  - Job attainment and wage increases, to ensure tax-payer value
- Use of teachers credentialed for classes organized primarily for adults
- Desire to lease 24th and Florin from SCUSD

### Highlights and Accomplishments

Success Skills Inc. has been a successful organization at helping veterans and the severely disabled, being the first California nonprofit veteran agency to be approved by California's Department of General Services (DGS) in 2008. Further, Ward Allen's truck driving programs have been recognized for their quality and achievement, including winning the 1999 Peter Drucker Prize while part of the SCUSD adult education program.

### Plans for the Future

In the first 5 years of existence, the overall plan for NTT is to increase yearly in its capacity to serve adult students, and to improve each year on the outcomes of these students. To do this there are plans to ensure continual academic improvement, financial stability, and good governance.

### Academic Plans

The primary academic plan is to have a system of continual improvement in place that will allow the administrators and teachers to increase each year in three fundamental academic outcomes:

- Graduation Rate
- CASAS score improvement
- Job attainment

Department meetings and professional development shall facilitate continual improvement.

### Financial Plans

The school shall ensure sufficient attendance to receive apportionment funding that will fulfill all financial obligations of the school, as well as having a healthy reserve at the end of the school year. The school shall be prudent with public funding and use it wisely as an investment for tax payers. Weekly review of the budget, attendance, and expenses by the School's Principal, along with quarterly review of these by the board will ensure financial stability.

### Governance Plans

The governance of the school shall follow appropriate public requirements, such as the Brown Act. Initial trainings in Governance and the Brown Act shall help the board start off on good footing, and annual training will help it to continually improve its effectiveness.

## Charter Goals

SCUSD Requirement: *List 5 - 10 major measurable goals for the charter term. These goals will be evaluated annually through the Annual Performance Report (APR). Goals should be clear, concise, and measurable. Brief narratives of each goal are encouraged.*

While NTT will measure all the outcomes required of the Local Control and Accountability Plan (LCAP) along with the School Accountability Report Card (SARC) and the new matrix system used in place of the API, there are 5 Major Goals that will show the success or failure of our school:

### 1. Job Attainment

The first goal of NTT is to ensure that graduates gain livable wage careers. So, following WIOA Title II methodologies, NTT will measure how many students enter or retain employment, with an expected measurable outcome at the time of repetition of the district of 60% which is the benchmark level used by the Council on Occupational Education for CTE programs. In addition, NTT will strive to ensure at least 10% of its students will enter postsecondary education or training (including apprenticeships). This number is lower, because most adults going back to school, are not in a financial position to have more education. Further, many of the job skills that are needed for higher paying careers that do not require a full college degree, will be taught at NTT.

### 2. CASAS Scores

The second goal of NTT will be that of academic improvement in English (reading and listening) and mathematics. To have an “apples to apples” comparison with California public schools that serve adults, NTT will focus on CASAS exams, and implement these in a manner consistent with how Adult Schools use them for WIOA Title II funding. NTT has an initial goal of having learning gains on these exams for students of the appropriate Educational Functioning Level (EFL) being higher than the state average.

### 3. Graduation Rates

The third goal of NTT is to ensure students graduate. Recognizing that the “cohort” methodology of measuring graduation rates does not work for adult students (because most are no longer in their original cohort), the school shall use a method based upon recommendations for ASAM/DASS. Using this method there will be an expectation that at least 40% of long-term adult high school students will graduate each year. This represents a significantly higher rate than most adult schools.

### 4. School Attendance Rate

To achieve the first three goals, NTT must ensure that students attend. Adult attendance is always lower than that of children, due to the additional obstacles adults have with attending school. But, we believe that through effective programs, an attendance rate of 40% is achievable.

### 5. School Climate

There is a saying in adult education that “students vote with their feet”. And hence they will only attend, and be able to learn, if they are in a healthy school environment, in which they feel safe, and can see the value in what they are being taught, and like how their teacher is teaching the class. Thus, student surveys of the school climate are critical, and we expect to have an average score of 4 on a scale of 1 to 5 on school safety, school climate, and school connectedness.

## E1 –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.*

— Cal. Educ. Code § 47605(b)(5)(A)(i)

### Mission Statement

Our mission statement is simple: “To provide an integrated education experience where students earn a high school diploma while also receiving career training”

### What It Means to Be an Educated Person in the 21<sup>st</sup> Century

In the 21<sup>st</sup> century, being an “educated person” means more than learning traditional academics. Statistics usually slice the population into categories based solely on level of academic attainment, showing that college graduates tend to do better in the job market than those with only with a high school diploma, and those without a diploma fare the worst economically in our society.

Beyond these statistics, however, surveys of employers show that they want skills and experience in their employees. Therefore, graduates with career focused degrees, such as engineering, law, or health care degrees, do better in the job market than those who have English or philosophy degrees. Further, it is why “blue collar” workers who are highly skilled generally do just as well, if not better than college graduates. Therefore, NTT will focus on career technical education (CTE), which works to ensure that all graduates have the knowledge and skills in a specific career pathway, such that they are sufficiently competent to gain employment upon graduation, and are prepared to enter a community college or four-year university or postsecondary vocational school. The NTT high school diploma courses will equip our graduates with a threshold level of academic accomplishment along with valuable job skills.

### Program Description

NTT will primarily serve adults, but will allow normal high school age students to be admitted following our admission policy. All students will receive both academic learning as well as career technical education (CTE), allowing students to combine high school completion with solid job skill training. What our students learn at NTT will help to shape their worldview, motivate lifelong learning, and provide tools for both success and attaining benchmarks in college, career, and life.

NTT shall comply with California Education Code Sections 47605.1(g) and 47612.1, which exempts charter schools from age and jurisdiction (geographical) requirements so long as the charter school provides instruction exclusively in the partnership with the Workforce Innovation and Opportunity Act (WIOA), or another allowable program. As such, NTT will provide all instruction exclusively in partnership with a WIOA-funded organization. Students of normal high school age or above who meet the terms of the partnership agreement and statutory requirements may be served by NTT.

NTT will also provide adult elementary education, also known as “adult basic education” (ABE), and may also include adult English as a second language (ESL), and thus may serve grade levels from 1 to 12. (Although as will be discussed in the Appendix, in practice it will officially have grade levels 1, 2, and 12.) Because WIOA requires participants to be at least the age of 14, no school age children will be served in the adult elementary programs, and grade levels 1 & 2 will be used to serve students learning English Language Development (ELD), also known as ESL.

Through its exclusive partnerships, individuals receiving WIOA or other legally allowed services will be eligible to attend NTT and will often be referred to NTT from the partner organization. In addition, NTT will work with other public agencies to refer potential students to partners to be served by NTT. NTT currently has a written partnership with two (2) WIOA providers: Asian Resources and the Sacramento Employment and Training Agency (SETA). NTT will set aside specific times for students to interact with the WIOA agencies and their career counselors and job developers. NTT students must successfully complete this interaction to be eligible to graduate.

NTT will be a charter school that targets unserved and under-served groups of adult students, and will provide the appropriate career technical education to help students from these groups to succeed. NTT will recruit adults who do not yet have a U.S. high school diploma, and within this group, will focus on high school dropouts, parents, immigrants, veterans (including immigrants who served our military as translators, etc.), former foster youth, and ex-offenders.

One such group of particular importance to NTT is that of the homeless, and the impact that homelessness has upon Sacramento City and County, which are substantial. Once NTT has been chartered and is in operation, NTT will meet with representatives from SCUSD, the City of Sacramento and the County of Sacramento to try and find a solution in South Sacramento, preferably at the 24th and Florin location. NTT wants to try and adapt its very successful training and educational philosophy to this problem.

NTT will operate as an academic high school offering academic subjects traditionally offered in a public high school. NTT will also offer technical skills as elective courses focused on offering skills certification in the subject areas taught.

NTT will monitor the community labor market to anticipate the need for skilled workers in emerging industries, often partnering with labor organizations and employers. New courses will be developed to meet these needs, and courses will be evaluated to assess effectiveness in producing student placements through the pre-test, post-test model identified in the CASAS testing model. Also, the school’s leadership team will review results of all statewide assessments and use such data to evaluate and improve the effectiveness of academic instruction.

### Curriculum Description

The mission statement for the Common Core State Standards says, “The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.” NTT believes that there is no better way to teach to the standards and accomplish this goal of preparing students for success in their real-world careers than through teaching the standards side-by-side with connected career technical education (CTE).

Our instructional model is grounded in a concept called Linked Learning in which academic topics are linked to experiences that are relevant to students. There is ample research showing that this method of instruction increases graduation rates for populations of students that are at risk of

dropping out or have already dropped out of high school. This can clearly be seen in a study of high school dropouts, which showed that 81 percent of dropouts said there should be more opportunities for real-world learning. This study also gave evidence that many dropouts want more experiential learning and want to see a connection between school and getting a good job <sup>1</sup>.

As an example, one of the industry sectors that NTT will address is transportation, including initially Class “A” Truck and Bus Driving training program, and later, both Diesel Mechanic and Auto Body Repair programs. In these career pathways, it is planned that all students will concurrently take a course in the Algebra and Physics of Transportation, in which they will learn to apply the Common Core High School Algebra Standards through learning the physics of how vehicles work, aligned with the Next Generation Science Standards. Similarly, integrated academic courses will exist with English Language Arts, where Common Core emphasizes reading and writing technical documents.

In addition to Transportation (Truck & Bus Driving, Diesel Mechanic, Auto Body Repair), NTT also plans to provide CTE career pathways in Building and Construction Trades Pre-Apprenticeship (HVAC/R, Metal Fabrication, and other construction trades).

For some of our students who are immigrants, they may already have gained sufficient job skills and experience prior to immigrating to the United States, but lack the necessary level of English literacy skills to obtain employment. Many of these students will have completed part of their education in their homeland, and NTT will use well-established methods to translate and evaluate their prior learning in order to grant credit. We will offer these students English Language Development courses (ELD). We will also support our students with their transition into American culture. We will do all we can to help these individuals both integrate within our society and prepare for employment to help them support themselves and their families.

NTT will utilize open resources like Khan Academy, which is aligned to the Common Core State Standards. Khan Academy’s freely available videos and practice problems have been praised by Bill Gates and others, and allow students to learn at their own pace.

## Instructional Approaches

### How Learning Best Occurs

*Governing Regulation: Describe, as applicable among the different elements, how the charter school will: Improve student learning.*

— SCUSD AR 420.4(III)(B)(4)(16.)(i.)(5)(d)(i)

Education of the 20<sup>th</sup> century was based on the assembly line model of the industrial revolution. Education in the 21<sup>st</sup> century is moving more towards an individualized model, that recognizes each person is different. For many students who have not succeeded in “traditional education”, they need to be able to see the relevancy of what they are learning, and have hands-on real-world learning experiences to learn best. This is exactly what NTT will provide, by having academic courses more individualized to student needs. Some students will prefer traditional academic

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<sup>1</sup> JOHN M. BRIDGELAND, JOHN. J. DIJULIO, JR. & KAREN BURKE MORISON, THE SILENT EPIDEMIC: PERSPECTIVES OF HIGH SCHOOL DROPOUTS (2006), <http://www.ignitelearning.com/pdf/TheSilentEpidemic3-06FINAL.pdf>.

curriculum, and will be able to learn this in a more personalized manner through individualized high school learning labs. Other students will prefer integrated education and training (IET) through a linked learning / applied academics model, in which academic subjects are taught directly in relation to career skills. Students will also have hands-on CTE courses, which often provides additional motivation to complete more traditional academics, because students can only receive the career education when they are concurrently taking academic courses.

Adults generally have a greater degree of self-motivation than children, but only when they see the value in what they are doing. By having relevant curricula, students will generally be more self-motivated, and the curricula itself will reinforce motivation, and self-responsibility through lessons that help students practice “soft skills” such as showing up on time. Students will need to demonstrate competency by industry standards to be able to complete their course works, and earn appropriate licensures and/or industry certifications. Further, all career courses will emphasize the changing nature of all career fields, and the importance of lifelong learning to maintain and improve employment.

#### *Instructional Design & Learning Environment*

NTT will provide classroom-based instruction where the students will be engaged in required educational activities under the immediate supervision of an instructor with appropriate legal qualifications. More than 80% of the instructional time offered by NTT will be at a school site.

NTT course structures will vary depending on the course. Some courses will be more set-paced in nature, and other will be more self-paced with encouragement and supports for timely completion.

NTT will provide a minimum of 175 days of instruction and offer 64,800 minutes of instructional time for high school students. (See the sample Bell Schedule and School Calendar in Appendix L – School Calendar.)

#### *Classroom-Based Individualized Learning Labs*

Self-paced individualized learning labs, where students may work mostly at their own pace subject to time guidelines set cooperatively by the instructor and student. will commonly be used for academic subjects. In these Individualized Learning Labs, students will complete individual coursework from a textbook, Internet resource, or other curricular materials as assigned. The teacher will act more as a facilitator, or as the “guide by the side”, helping to answer questions, give guidance on particular topics, and evaluate student work. Some CTE courses and applied academic courses will also be structured in a similar fashion.

#### *Classroom-Based Set-Paced Courses*

In some cases, there are benefits of the entire class following the same basic curriculum at the same time. This is often the case in CTE programs where group work may be common and where it may not be practical for an instructor to supervise multiple activities simultaneously (especially if there are safety hazards, such as soldering, etc. that require close supervision.) Set-paced courses will utilize various learning materials, including, but not limited to, textbooks, online resources, computer software, handouts/packets, and materials for projects.

#### *Classroom-Based Mixed-Paced Courses*

Many of the applied academic courses and some CTE courses may take a mixed approach in which students partly work in an individualized manner at their own pace and also occasionally attend lectures of the instructor and participate in other set-paced projects.

### *“Round Robin” Courses*

Some courses, especially those designed for student just entering the school, will be in a “round robin” format, where each week a different unit is taught, but the units don’t depend upon each other, so that whichever week the student enters the class, they can follow a “set paced” curriculum for a set period of time; but new students can still join the class each week.

### *Community Classrooms and Cooperative Vocational Education (Workplace Learning)*

According to a 2012 study of nation-wide employers, conducted in-part by The Chronicle of Higher Education, “An internship is the single most important credential for recent graduates to have on their resume in their job search among all industry segments” (Reid, 2012). Therefore, NTT will work to include workplace learning (internship) opportunities into every career technical program that it conducts, which will generally be done under the Community Classroom or Cooperative Vocational Education model.

All workplace learning activities will be evaluated for their safety, qualified supervision, and learning opportunities. To comply with the Federal Fair Labor Standards Act, all workplace learning courses and activities for “for profit” businesses will meet the following six criteria:

- The workplace learning, even though it includes actual operation of the facilities of the employer, will be similar to training which could be simulated in a classroom-based course
- The workplace learning experience is for the benefit of the student, and will enable the student to accomplish meaningful learning objectives [Title 5 § 10072]
- The student will not displace regular employees, but works under close supervision of existing staff
- The cost/benefit ratio to the employer will be neutral. This means that the cost of providing educational opportunity to students and the opportunity cost of the lower performance that a student has compared to an experienced employee will be equal or slightly greater than the economic benefit of the student help. Thus, the employer that provides the training derives no immediate advantage from the activities of the student; and on occasion its operations may actually be impeded.
- The student is not necessarily entitled to a job at the conclusion of the workplace learning
- The employer and the student understand that the student is not entitled to wages for the time spent in the workplace learning

Note: Unpaid workplace learning in the public sector and for non-profit charitable organizations, where the student volunteers without expectation of compensation, is generally permissible without needing to meet all 6 of the above criteria.

Following the Community Classroom or Cooperative Vocational Education model, internship sites will offer training opportunities and experiences to mutually agreed upon student(s) that expand competencies developed in prior classroom instruction based upon an individualized training plan [5 CCR §10086(b) and 5 CCR §10086(a)(4)], having adequate equipment, materials, and other resources for the student(s) [5 CCR §10086(c)], and have conditions which do not endanger the health, safety, welfare, or morals of the student(s) [5 CCR §10086(d) and COE 2-C-26].

The internship site will designate an on-site employer representative responsible for guiding and overseeing the students' learning experiences, assisting in preparing student individualized training plan(s), and participating in the students' written evaluations. [E.C. § 46300(f), 5 CCR §10086(a)(3), and COE 2-C-29] This representative will consult with the community classroom teacher regarding the progress of student(s) during the unpaid on-the-job training experiences [5 CCR §10086(a)(5)], and assist in maintaining accurate records of the pupil's training hours [5 CCR §10086(a)(6)]

While a student is interning at a community classroom or in a cooperative vocational education program, the school will provide concurrent formal vocational classroom instruction to students for at least 3.5 hours weekly [5 CCR §10085(a)(2)], and conduct visits, at least once every 3 weeks, to observe student(s), provide instruction, and ensure student acquisition of competencies that are in the individualized training plan [5 CCR §10088(a)].

### Identifying and Responding to Needs of all Students

NTT will enroll students of all learning abilities, and will address the needs of special populations. These students will be held to high expectations, and student supports will be made available to support these students in pursuing their goals and aspirations.

### Plan for High School Aged Students

Even though NTT will focus on adult students, it is possible that high school age students (grades 9-12) may be enrolled in programs. In this circumstance the school will contact parents and guardians regarding the transferability of courses to other public high schools, and/or Post-Secondary Institutions. An informational flier will be developed with this information and will be updated annually. Parents will be informed that NTT follows a Community College pathway, and thus classes are not A-G. Otherwise, as much as possible minors will be treated with the same expectations that would be had for adults, and being in the company of adults, may often conform to the higher maturity level that comes with this environment.

### Plan for Students Who Are Academically Low Achieving

*Governing Regulation: Describe, as applicable among the different elements, how the charter school will: Increase learning opportunities for its students, particularly students who have been identified as academically low achieving.*

— SCUSD AR 420.4(III)(B)(4)(16.)(i.)(5)(d)(ii)

NTT exists to give adults who have fewer education options to have the opportunity to earn a high school diploma, because these students will not have previously succeeded in high school, by definition they are considered “academically low achieving”. But past performance should not be confused with their potential for success in a different type of educational environment.

Through offering classroom-based individualized learning labs, students can complete required work in more of a self-paced fashion, allowing them additional time to master a subject before proceeding. Further, courses that are more set-paced will be designed to incorporate multiple modalities of learning in order to support all students in achieving, including those who may be academically low achieving in a traditional school setting. Through accommodating instructional materials, modified timelines and multiple learning modalities, students will be offered multiple opportunities to achieve success. Teachers will receive support in accommodating instructional materials for students who need additional support.



Early assessments including Comprehensive Adult Student Assessment System (CASAS) will help instructors to identify students who are facing challenges academically. Students' progress will be monitored, and students who are not progressing at an adequate rate will go through a referral process that will lead to an intervention meeting with key stakeholders, including the student, an administrator, and a teacher, to review and recommend remediation. Progress will be checked on a regular schedule as part of the Federal 231 and 232 funding model used by WIOA Title II. If the student is a minor, parents will be notified, and brought into the intervention process. If a student enters with an active IEP, it will be reviewed, and appropriate staff will be assigned to carry out IEP objectives. If students enter the program who are high school aged, and it is determined that they may qualify for an IEP, the referral, assessment, meeting and services model employed by NTT's SELPA will be utilized.

#### Plan for Students Who Are Academically High Achieving

In some cases, students drop out of high school because they are bored and do not see the relevance, but in an appropriate environment can be academically high achieving. Classroom-based individualized learning labs will allow students who are academically high achieving to learn in an accelerated manner, allowing them to complete their coursework, meet their objectives and earn their diploma at an accelerated rate. Assessments such as CASAS will be used to identify high achieving students. If the student is a minor, parents/guardians will be notified prior to the assessment, and results will be shared with them. If additional services are identified as beneficial for these students, the instructor will initiate a referral, and a meeting will be held to find appropriate resources.

#### EL Program Description

NTT shall have multiple programs to support English Learners, in which students will be enrolled in the program that best meets their needs.

#### Adult Elementary English Language Development

English learners who enroll in the Adult Elementary English Language Development program will focus on learning English and other elementary subjects. To best adapt the needs of adult students to the grade level structure required of the school, these students will technically be enrolled in either grade level 1 or 2. (See Appendix I – Adult-Serving Charter School Legal Information)

#### Adult Bilingual Secondary English Language Development

English learners who wish to learn high school academic subjects (secondary education) in their native language at the same time they learn English, may request a bilingual program in accordance with Proposition 58. For Spanish speakers, there will be a program that will allow them to study for the Spanish HiSET at the same time they learn English. Any student in a Bilingual Secondary program will be placed in Grade 12, based upon the fact that they are studying material that is at a high school level of rigor. But since their level of English will still not be at a fluent level, they will also take Elementary English Language Development classes as remedial courses.

### Adult High School English Language Development

The goal of the Adult Elementary English Language Development program is to transition students into a higher level of education. To facilitate this transition to the adult high school program, there will be a bridging process, where students will have a course of English that is at a high school rigor, but has a pace that is slower and adapted for English learners. Further, as English learners are mainstreamed, teachers will provide appropriate supports. All teachers will be legally qualified to serve English learners, either by having a CLAD/BCLAD, or holding a teaching credential that already has the legal ability to serve English learners.

### General Policy and Procedures for English Learners

NTT will follow general assurances that the school will comply with federal, state and district mandates regarding English Learner (EL) education and re-designation of EL students. The school will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners.

NTT will offer classroom-based courses in English as a Second Language (ESL/ELD) at various levels to serve ELs. ESL/ELD courses will be taught by credentialed instructors who will support EL students with language development and provide tutoring for other academic coursework with additional EL supports. Further, as many of these students will be immigrants, NTT plans to offer an integrated citizenship program.

NTT will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents (for students who are minors), student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-designation to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. NTT will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents (for students who are minors).

NTT will administer the home language survey upon a student's initial enrollment as part of the student's enrollment forms. If a student answers the home language survey noting any languages other than English spoken in the home, and the student has not yet been re-designated, the student will be given an assessment of English proficiency. Students over the age of 21 will take the CASAS test, and students under the age of 21 will take the CELDT or the English Language Proficiency Assessments for California (ELPAC) when it replaces the CELDT. This test will be administered within the first thirty days of the school year and annually each year afterward until a student is re-designated.

NTT will develop an English Language Development Plan that will include identification, evaluating, and reclassification procedures for EL students.

Reclassification procedures will 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 CASAS, CELDT, or ELPAC.
- 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 English language proficiency as demonstrated by their performance on coursework.
- For students who are under 18, parental opinion and consultation, achieved through notice to parents or guardians within 30 calendar days of receipt of test results, of the language re-designation and placement, including a description of the re-designation process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the re-designation procedure including seeking their opinion and consultation during the re-designation process.

English Learners' English proficiency will continue to be monitored through annual administration of the CELDT/ELPAC or CASAS assessments, as well as their performance in their other academic subject areas. Re-designated students' English proficiency will also continue to be closely monitored for the two years following re-designation, and re-designated students will be re-assessed for English proficiency if needed.

If NTT has more than 21 EL students, NTT will have an English Learner Advisory Committee (ELAC)

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.
- Develop an English Language Advisory Committee
- Students will be evaluated on an ongoing basis as they move through the program
- Student support will be available to fit the needs of the student (before, during, or after school)

A more detailed description of the procedures for English learners is in Appendix J – Procedures for English Learners.

## SPED Program Description

NTT recognizes that it has a responsibility to serve students with disabilities, following appropriate federal and state laws. Further, NTT believes that its methods of providing individualized academic learning, along with hands-on linked learning of career technical education with academics, often facilitates improved learning for students in special education.

NTT will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (“FAPE”). The Charter School will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status. NTT will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in NTT.

NTT will make all necessary arrangements to serve students with disabilities, including providing appropriate accommodations, having appropriately credentialed instructors (such as those who hold a credential for adults with disabilities), joining a SELPA, and following all other requirements of California Education Code. For those students in which an Individualized Education Plan is legally mandated, NTT will follow such plan, providing services as necessary. Given the flexibility of curriculum and instruction, most IEP goals and objectives are met within the general education course of study. All students with disabilities enrolled in NTT will receive a personalized learning plan that directs their academic course to achieve their goals for the year.

NTT affirms that it recognizes the responsibility to enroll and support students with disabilities. NTT pledges to work in cooperation with Sacramento City SCUSD and/or the Charter School’s SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. NTT will comply with all applicable state and federal laws serving students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

Furthermore, NTT will comply with SCUSD guidelines and all California laws pertaining to students with disabilities.

NTT will adopt the following structure for special education services:

NTT shall initially remain, by default, a public school of SCUSD for purposes of special education, pursuant to Education Code Section 47641(b) (Sometimes referred to as “Arm of the District”)

NTT reserves the right to apply and become an independent local education agency (LEA) member in a special education local plan area (SELPA) for purposes of special education. NTT will make written verifiable assurances that it will become an independent local educational agency (LEA) and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as the Charter School operates as a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. However, the Charter School reserves the right to contract with service providers outside the District when appropriate. The Charter School anticipates that a Memorandum of Understanding (MOU) will be developed between the school and the District, which shall delineate the respective responsibilities of the Charter School and the District with regard to the funding and delivery of special education and related services.

In accordance with Education Code Section 47646 and 20 U.S.C. 1413, SCUSD will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will:

(A) Serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or

(B) Provide the Charter with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. This section shall not preclude the charter and authorizer from establishing innovative and unique special education models that reflect the mission and vision of the charter school. The Charter reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

NTT will follow all required policies and procedures identified by the Authorizing District to assure appropriate action to meet the requirement of the following sections:

Search and Serve, Referral for Assessment, Assessment, Development and Implementation of IEP, Review, Staffing, Reporting, Procedural safeguards, Dispute resolution, Complaint procedures, Special Education strategies for instruction and services, Professional development and Section 504 of the rehabilitation act.

## School Schedule

NTT shall operate up to 5 tracks per year, where in accordance to EC § 47612(d)(5), no track will have less than 55 percent of its schooldays before April 15.

For each fiscal year, NTT will offer, at a minimum, the following amount of instruction:

Grade Levels	Minutes	Days	Hours/Week**
1 to 3	50,400	220	19
4 to 8*	54,000	180	25
9 to 12	64,800	180	30

\* - In practice, students will not be assigned these grade levels

\*\* - The minimum hours/week may vary depending upon how many days a track actually runs.

For more details, see the Bell Schedule and Academic Calendar in Appendix L – School Calendar.

## Technology and Materials Available to Students

NTT shall apply for the Public Charter School Grant Program (PCSGP), and if it receives this funding, it shall use a significant portion to support instructional technology. If it does not receive this funding, then it plans to talk with its stakeholders to include funding in the LCAP for technology. The initial goal of the school is to have 1 computer to 4 students, and ultimately the school will work towards a 1 to 1 tablet/smartphone to student ratio.

NTT shall utilize web 2.0 learning technologies and open educational resources (OERs), including Khan Academy, MOOCs (Massive Open Online Courses), Career courses from Ford Next Generation Learning, technology courses from GCFLearnFree, and online ESL sites. These will help supplement in-class instruction, and by using an in-class blended/personalized model of instruction, while students work independently at an instructional website, the teachers can work with students either individually or in small groups to help with their needs.

### Informing Students and Parents about Educational Options

***Governing Law:** If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.*

— Cal. Educ. Code § 47605(b)(5)(A)(iii)

### Informing Students and Parents about Transferability of Courses

In the Student Handbook, students (and in the case of minors, their parents), will be informed that it is up to a receiving school as to whether they accept the credits of the school. They will be informed that while most adult schools and adult charter schools have a fairly liberal policy of accepting credits, that there is no guarantee that credits will be accepted.

### Informing Students and Parents about College Options

In the Student Handbook, students (and in the case of minors, their parents), will be informed that NTT is not an A to G college prep school, and so a path to a California State University (CSU) or University of California (UC) will generally need to go through a community college first.

NTT plans to articulate appropriate CTE courses with local community colleges, and may have a future dual enrollment program (including potentially an “early” college high school option). NTT will also look for other legitimate means for students to potentially earn college credit while enrolled with NTT, which might include AP courses, CLEP testing, dual credit options, etc. All current options for college credit will be listed in the Student Handbook.

### Local Control and Accountability Plan (LCAP)

CDE states that “A charter school’s LCAP is a separate document from the charter petition.” (See <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp#CS>) Thus, upon approval of the charter school, NTT shall consult with teachers, administrators, other school personnel, parents, and students in developing its LCAP [EC § 47606.5(e)]. The LCAP will have these stakeholders help determine which actions and services should receive supplemental funding to reach its goals and achieve the expected annual measurable outcomes. While NTT has set the same “bar” for all demographic subgroups of the school in its expected measurable outcomes (See E2 – Measurable Student Outcomes), it may often have services funded in the LCAP that target specific populations, such as those who are low-income, English learners, former foster youth, and students with disabilities.

State Priorities for all Students and Each Student Group

**Governing Law:** “A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to §52052, to be achieved in the state priorities, as described in subdivision (d) of §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. – California Education. Code § 47605(b)(5)(A)(ii).

NTT’s annual goals generally align with the state priorities [Ref. Education Code Section 52060(d)], as can be seen in the following table:

#	State or Local Priority	NTT Annual Goal
1	Basic (Conditions of Learning) Teacher Credentials School Facility Being in Good Repair	Students will be taught by excellent teachers in facilities conducive to learning All classes will be taught by a teacher who possesses an appropriate teacher credential All facilities will be safe and conducive for student learning, and in good repair
2	State Standards (Conditions of Learning) Quality & Availability of Textbooks	Students will learn from curricula aligned to California state standards All students will have textbooks and other learning materials that are current and of high quality
3	Parental Involvement (Engagement) Involvement for Students in Need	Stakeholders will be involved and have impact on the school decision making process Low income, English learning, former foster youth, and disabled students will have a voice.
4	Pupil Achievement (Pupil Outcomes) Learning Gains Job Attainment Other CTE Outcomes English Learner Outcomes	Students will have success in school, career, and life All students will gain in learning, as measured either by the CASAS or CAASPP as appropriate Students will leave better prepared for the job market and able to gain employment Students will participate and succeed in the school’s career technical education programs Immigrants will become fluent in English and leave capable of thriving in American society
5	Pupil Engagement (Engagement) Graduating Students School Attendance	Through grit, students will persist towards achieving their school, career, and life goals Students will complete their courses of study and earn a high school diploma NTT will assist students in overcoming life obstacles that prevent their attendance and learning
6	School Climate (Engagement) Local Climate Suspensions and Expulsions	Students will learn in an environment that is safe and supportive of learning Students will learn in an environment that is safe and caring NTT will work with students respectfully and with the desire to have students stay
7	Course Access (Conditions of Learning) High-skill, high-wage, or high-demand	Students will have available and participate in courses of study that support their careers and lives All CTE programs will lead to careers that are high-skill, high-wage, and/or in high-demand
8	Other Pupil Outcomes (Pupil Outcomes) Student Grade Point Average	Students will have positive outcomes within their classes All students will have the opportunity for success and mastery, earning at least a 3.0 GPA

Note: The specific measurable outcomes to define success and methods of measurement will be discussed in E2 – Measurable Student Outcomes.



## E2 – 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.*

— Cal. Educ. Code § 47605(b)(5)(B)

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.*

— Cal. Educ. Code § 47605(b)(5)(C)

Governing Regulation: *Describe, as applicable among the different elements, how the charter school will: Hold itself accountable for measurable, performance-based student outcomes.*

— SCUSD AR 420.4(III)(B)(4)(16.)(i.)(5)(d)(iv)

## Dashboard Alternative School Status (DASS)

Governing Law: *The Superintendent, with the approval of the state board, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to Section 56366, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools. Schools in the alternative accountability system may receive an API score, but shall not be included in the API rankings.*

— Cal. Educ. Code § 52052(g)

Given the likely demographic makeup of NTT, it should qualify for the Dashboard Alternative School Status (DASS), formerly known as ASAM (Alternative School Assessment Model). The requirements for DASS are being developed by the State Board of Education. The content of this petition is based upon the past ASAM rules, but NTT shall follow the final DASS policies.

## Graduation Requirements

The following diagram summarize the content areas that will be required for students to earn a high school diploma. In completing these requirements, students will follow the SCUSD Graduation Profile that is appropriate to them.

- |  |  |
|--|--|
| <i>English</i>   | <ul style="list-style-type: none"><li>▪ <i>Academic or Applied English: 30 credits</i></li></ul>   |
| <i>Mathematics</i>   | <ul style="list-style-type: none"><li>▪ <i>Academic or Applied Math: 20 credits</i><br/><i>Must include 10 credits of Algebra, Integrated Math, or a math course of equal or greater rigor</i></li></ul>       |
| <i>Natural Science</i>   | <ul style="list-style-type: none"><li>▪ <i>Academic or Applied Biology: 10 credits</i></li><li>▪ <i>Academic or Applied Physical Science: 10 credits</i></li></ul>   |
| <i>History and Social Sciences</i>                                   | <ul style="list-style-type: none"><li>▪ <i>World History: 10 credits</i></li><li>▪ <i>US History: 10 credits</i></li><li>▪ <i>Civics/Government: 5 credits</i></li><li>▪ <i>Economics: 5 credits</i></li></ul> |
| <i>Career Technical Education and Additional Courses (Electives)</i> | <ul style="list-style-type: none"><li>▪ <i>CTE: 10-90 credits (transfer of art or language credit acceptable)</i></li><li>▪ <i>Up to 80 credits in additional work</i></li></ul>                               |

Note: NTT shall comply with the spirit of the law of Assembly Bill 167 as codified in Education Code § 51225.1 and appropriately waive elective credits for former foster youth, homeless students, and ex-offenders who have demonstrated dedication to their studies.

## Past SBAC and Enrollment Data

While several of the founders have been integrally involved in other charter schools, and Success Skills has existed as a Non-Profit Corporation for nearly 10 years; NORCAL Trade & Tech will be the first charter school to be operated by Success Skills, Inc. As such, there is no prior SBAC or Enrollment data. SCUSD may wish to look at data from Highlands Community Charter School, which Ward Allen was a co-founder, or to SIATech, which Delaine Eastin serves on the board of.

### School-Wide Performance Goals

NTT will use a variety of methods to measure student outcomes annually. The following are the measures as aligned to the School Accountability Report Card and California State Priorities. Unless otherwise noted, each performance goal applies to all demographic subgroups of the school.

#### State Priority 1: Basic (Conditions of Learning)

Goal: Students will be taught by excellent teachers in facilities conducive to learning

#### Teacher Credentials

Indicator	Expected Measurable Outcome
% of Teachers with Full Credential	100%
% Teaching Outside Subject Area of Competence (with full credential)	0%

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	Expected Measurable Outcome
Misassignments of Teachers of English Learners	0%
Total Teacher Misassignments	0%

#### School Facility Good Repair Status

System Inspected	Expected Measurable Rating
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good
<b>Interior:</b> Interior Surfaces	Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good
<b>Electrical:</b> Electrical	Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Good
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good
Overall Rating:	Good

State Priority 2: State Standards (Conditions of Learning)

Goal: Students will learn from curricula aligned to California state standards

*Quality, Currency, Availability of Textbooks and Instructional Materials*

Subject	Percent Students Lacking Own Assigned Copy	Percentage of Curriculum Aligned to State Standards
Reading/Language Arts	0%	100%
English Language Development	0%	100%
Mathematics	0%	100%
Science	0%	100%
History-Social Science	0%	100%
Foreign Language	0%	100%
Health	0%	100%
Visual and Performing Arts	0%	100%
Career Technical Education (CTE)	0%	100%
Science Laboratory Equipment (grades 9-12)	0%	N/A

State Priority 3: Parental / Stakeholder Involvement (Engagement)

Goal: Stakeholders will be involved and have impact on the school decision making process

Indicator	Expected Measurable Outcome
Number of Student/Parent Advisory Committee Meetings per Year	2
Number of ELAC Meetings per Year	2

State Priority 4: Pupil Achievement (Pupil Outcomes)

*Governing Law: Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.*

— Cal. Educ. Code § 47605(c)(1)

Goal: Students will have success in school, career, and life

*CASAS Learning Gains*

Students of all grade levels will participate in CASAS testing, to have comparable data to California Adult Schools. NTT shall follow the WIOA Title II methodology for administering the CASAS assessments.

Entering Educational Functioning Level (EFL)	Initial Expected Measurable Outcome	Ultimate Goal
ABE Beginning Literacy	49.2%	58%
ABE Beginning Basic	54.1%	56%
ABE Intermediate Low	47.0%	50%
ABE Intermediate High	30.0%	34%
ASE Low	31.0%	41%
ASE High	59.0%	59%
ESL Beginning Literacy	59.4%	60%
ESL Beginning Low	61.2%	65%
ESL Beginning High	59.2%	61%
ESL Intermediate Low	52.0%	54%
ESL Intermediate High	50.0%	50%
ESL Advanced Low	25.0%	25%

*California Assessment of Student Performance and Progress Results*

NTT shall comply with Education Code Article 4 regarding standardized testing, for all students in a grade level where testing is mandated. NTT’s student population shall qualify it for the Dashboard Alternative School Status (DASS) program, and assuming approval, will continue to administer the state tests as appropriate, but will solely report DASS compliant testing in its School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP).

Subject	Expected Measurable Outcome
English Language Arts / Literacy (grades 3-8 and 11)	Standards Met (Level 3)
Mathematics (grades 3-8 and 11)	Standards Met (Level 3)
Science (grades 5, 8, and 10)	Standards Met (Level 3)
Physical Education (grade 9)	Standards Met (Level 3)

Note: Previous years’ data has not been provided because Success Skills, Inc. has not previously operated any other charter schools. Further, CASPP is not as relevant as CASAS tests for an adult-serving charter school.

*CTE Outcomes*

Indicator	Expected Measurable Outcome
% of high school students participating in Career Technical Education (CTE)	75%
% of long-term students who have successfully completed a CTE program (College/Career Indicator)	33%
% of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25%
Technical Skill Attainment: % of CTE concentrators receiving a grade of “C” or above in the Capstone Course	72.5%
Non-Traditional Participation Rate	23.5%
Non-Traditional Completion Rate	18.5%
% of students who enter or retain employment*	60%
% of students who enter postsecondary education or training, including apprenticeships. *	10%

\* - Following WIOA Title II methodology

*English Learner Outcomes*

Indicator	Expected Measurable Outcome
% of English learners making progress toward English proficiency on the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) for students 21 years or younger	46%
% of English learners completing one or more National Reporting System (NRS) Educational Functioning Level(s) (EFL) in the CASAS Reading and Listening assessments for students 22 years and older	48%
English learner reclassification rate	10%

State Priority 5: Pupil Engagement (Engagement)

Goal: Through grit, students will persist towards achieving their school, career, and life goals

*Graduation Rate and Dropout Rate*

Indicator	Expected Measurable Outcome
Graduation Rate of long-term high school students	40%
Dropout Rate of long-term high school students	60%

*School Attendance and Chronic Absenteeism Rate*

Indicator	Expected Measurable Outcome
School Attendance Rate	40%
Chronic Absenteeism Rate	75%

State Priority 6: School Climate (Engagement)

Goal: Students will learn in an environment that is safe and supportive of learning

*Local Climate Survey Results*

Indicator (On a Scale of 1 to 5)	Expected Measurable Outcome
Average rating of students, parents, and teachers about school safety	4
Average rating of students, parents, and teachers about school connectedness	4
Average overall survey results about school climate	4

*Suspension and Expulsion Rates*

Indicator	Expected Measurable Outcome
Suspension Rate	0%
Expulsion Rate	0%

State Priority 7: Course Access (Conditions of Learning)

Goal: Students will have available and participate in courses that support their careers & lives

Indicator	Expected Measurable Outcome
% of CTE programs that lead to high-skill, high-wage, or high-demand occupations	100%
% of CTE programs that leads to an industry-recognized credential or certificate	80%
% of CTE programs that have an internship or other work-based learning opportunity	80%

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal: Students will have positive outcomes within their classes

Indicator	Expected Measurable Outcome
Overall School Grade Point Average (GPA)	3.0

*A-G Requirements*

NTT is not a college preparation school, and has no plans for A to G courses. In its place, as previously discussed, NTT will work to help students transition to community college.

*WASC Requirements*

After operating for a year and half, NTT shall apply for appropriate WASC accreditation. In this process, it shall work with its stakeholders to complete a self-study and meet all WASC standards.



## E3 – Student Progress

Student progress will be measured through CASAS score improvement, student grade point averages, and the number of credits that students are earning in high school courses.

For adult students, CASAS tests are the most appropriate assessment to use, as they provide a comparison with California and national adult schools. Further, because CASAS tests were designed for adults, they give a more accurate assessment of how NTT's students are performing on the standards and skills expected of them.

NTT shall collect the CASAS test results in the TOPS system from CASAS. It shall also work to have this data available in its student information system (SIS), in a manner that teachers and students can gain easy access to appropriate scores.

### Plan for Collecting, Analyzing, and Reporting Data

At least once per quarter, the overall CASAS results of the school and other appropriate expected outcomes will be reviewed by staff and the board. This may occur in a meeting or potentially in the form of professional development. At least yearly, all the information will be available in the School Accountability Report Card (SARC) which will be available on the school's website, and will actively be shared with stakeholders.

### Plan for Utilizing Data Continuously

In addition to looking at the school's data at the "macro level", teachers will have access to reports that can show which specific standards and competencies that their individual students are struggling with on the CASAS assessments, to be able to provide individualized instruction in assisting these students. Further, administrators may work individually with teachers who are struggling to help their students have learning gains. (Note: Because CASAS is a value-added exam, teachers are never "penalized" for students who start below grade level.)

## E4 – Governance

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.*

— Cal. Educ. Code § 47605(b)(5)(D)

*Governing Law: Charter schools may elect to operate as, or be operated by, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Part 2 (commencing with Section 5110) of Division 2 of Title 1) of the Corporations Code).*

— Cal. Educ. Code § 47604(a)

NORCAL Trade & Tech (NTT) will be a directly funded independent charter school and will be operated by Success Skills, Inc., a California non-profit public benefit corporation, pursuant to California law upon approval of this charter. NTT will be governed by its corporate 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.

Success Skills was formed July 12, 2007 as a California Public Benefit Corporation to provide housing, substance abuse, case management and employment training for veterans and their families. On May 29, 2008, the IRS approved their application for tax exempt status. Success Skills is also approved by the California Office of the Attorney General Registry of Charitable Trusts permitting fundraising events. January 10, 2009, the mission was expanded to include person with severe disabilities. Subsequently, Success Skills was approved for membership as an Ability One affiliate by the National Institute for the Severely Disabled and was awarded two significant federal contracts with the IRS and Region IX of the General Services Administration. These contracts provided opportunities to employ persons with disabilities converting confidential documents to a digital format and recycling the documents. Employment opportunities were created in Sacramento, San Francisco and Los Angeles.

Success Skills Inc. has now expanded its purpose to serve other adults in need, and will have its primary focus be that of governing NORCAL Trade & Tech. Any non-charter school work that may be conducted by Success Skills Inc, will strictly be kept separate from the NTT.

By its Articles of Incorporation, Success Skills, Inc. has no members, and thus does not have the possibility of having a “Sole Statutory Member”. Success Skills, Inc. does not have any legally related entities at this time. Please see Appendix A – Public Benefit Corporation Articles of Incorporation and Appendix B – Public Benefit Corporation Bylaws for more details.

Board Members shall comply with Success Skills, Inc. Conflict of Interest policy (See Appendix C – Conflict of Interest Policy) and complete an annual Form 700 Disclosure (See

### Size/Composition of Board

The board will have a minimum of 3 board members, and no more than 11. Board members serve a term of 3 years. No board member shall be an employee of the charter school, and any board member that may wish to become employed will follow the Political Reform Act and have no part in being involved in the vote for that position. The current Board Roster and a brief biography of board members is in Appendix G – Board Roster and Biographies.

## Responsibilities of the Board

The Board shall oversee all aspects of the Charter School's operation. The Board shall establish and approve all educational policies and procedures, establish appropriate student policies and handbooks, manage the Charter School's financial affairs, develop the Charter School's annual budget, approve all contracts, select, approve and evaluate the Charter School's personnel, staff, and directors, and perform all other functions and make decisions pertaining to the Charter School's corporate form, function or operations, and take what actions are deemed necessary to efficiently manage and operate NCCT.

The responsibilities of the Board as further outlined in the bylaws include but are not limited to:

- Uphold the Vision of the School.
- Oversee the implementation of the School's charter.
- Provide notice and hold meetings in compliance with the Brown Act.
- Create and implement goals for the School.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Provide oversight of instructional programs and materials.
- Approve and provide input for student policies.
- Monitor management of school liabilities, insurance, health, safety and risk-related matters.
- Receive and review quarterly financial reports and the yearly financial audit.
- Work with Principal to set goals.
- Enact policies to support the successful operation of NTT
- The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established, and consistent with the Articles of Incorporation. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, retains ultimate responsibility over the performance of those powers or duties so delegated.
- The Board Officers shall include a Board President/Chairperson/CEO, Vice-President, Secretary and Treasurer/CFO. The Board may also select one or more administrators, who may chair certain school divisions. All hiring and/or dismissal of NTT employees shall be approved by at least a 75% majority vote of the Board prior to the action.

## Board Meetings

Success Skills Inc. shall schedule regular board meetings at least once a month, and may have special board meetings as needed. Board meetings will be open to the public, and in compliance with the Brown Act, will have agendas posted online and at a public location within the required number of hours prior to the meeting, dependent upon the type of meeting. Minutes will be posted publicly online. In developing the charter school, the board of NTT has met on 9-20-16, 12-2-16, 12-9-16, 12-26-16, 1-4-17, 1-28-17, 2-6-17, 3-9-17, 7-16-17, 8-15-17, 9-6-17, 9-9-17, 9-22-17, 9-27-17, 10-14-17, and 10-15-17.

## Board Trainings

Prior to the end of the first year of operation all board members shall attend governance training and Brown Act training (which may be part of the same training session). The board will also have ongoing professional development, such that they shall have at least one board workshop per year on relevant topics and/or have each board member attend trainings or other professional development events.

## Parent & Stakeholder Involvement in Decisions

*Governing Law:* Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.

— California Education Code § 47605(c)(2)

## Advisory Committees

NTT will have several advisory committees which as a whole, will form its institutional advisory committee, which will also act as the Site Advisory Committee. These committees will represent the primary stakeholder groups: Students, parents, employees, employers, and the community in general. Advisory committees will have direct influence on the school's annual Local Control Accountability Plan, thus providing real impact upon the school from parents, students, and other stakeholders. If NTT qualifies and decides to apply for Federal Title I funding, it will form an appropriate School Site Council, following federal rules about the composition of such group.

### *Student and Parent Advisory Committees*

NTT will facilitate the formation of a Student Advisory Council to be responsible for student and parent involvement in school activities, fundraising, and advising the NTT Board of Directors on any and all matters related to the strengthening of NTT community. This committee will be composed of adult students (who legally are their own guardian) and parents of students who are still dependents. Students and parents shall be informed of the advisory committee through the Student Handbook (See Appendix H – Student Handbook) as well as announcements in class. The English Learner Advisory Committee (ELAC) shall be a subgroup of this committee.

This committee may operate as the Student Council and Parent Teacher Organization, or at the decision of adult students and parents of any students who are dependents, a separate organization may be formed with its own funds, rules, etc.

### *Occupational & Community Advisory Committees*

NTT will have an occupational advisory committee composed primarily of potential employers of graduates, which will aid the charter school in curriculum and other relevant decision making. NTT will also have a general Community Advisory Committee to allow other community stakeholders to actively participate in the charter school. Teachers and staff will be encouraged to participate in these meetings, to directly get feedback from stakeholders, and to also have another avenue to provide meaningful feedback.

## E5 – Employee Qualifications

*Governing Law: The qualifications to be met by individuals to be employed by the charter school.*

— *Cal. Educ. Code § 47605(b)(5)(E)*

### General Qualifications for Various Categories of Employees

NTT is committed to recruiting and supporting a community of high quality professionals who are dedicated to the best practice of education for all students. For all positions, it shall require mandated criminal background checks, tuberculosis screening, and require staff to have the same immunizations required of students. In hiring staff and teachers, the school will work to ensure that employees have appropriate qualifications, and fit the needs of the students and position.

### Principal’s Qualifications

The Principal of the school shall hold a California Administrative Services credential and have at least 5 years of previous experience as a school administrator, with preference on experience with adult education and/or charter school experience.

### Other Administrator Qualifications

California law does not require charter school administrators to hold an Administrative Services credential (See <http://www.cde.ca.gov/sp/cs/re/qandasec5mar04.asp#q1>). But NTT will endeavor to hire administrators who either hold an Administrative Services Credential, a Designated Subjects Supervision and Coordination Credential, or have experience in the administration and management of educational or related programs.

### Teacher (Instructor) Qualifications

All classes will be taught by a teacher who holds a valid California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold for classes primarily for adults pursuant to Education Code Section 47605(1). These documents shall be maintained on file at NTT headquarters and shall be subject to periodic inspection by SCUSD. Teachers shall be hired by the Board of Directors upon recommendation by an interviewing committee led by school administrators. NTT shall utilize The Administrator's Assignment Manual by the Commission on Teacher Credentialing (CTC) along with statutes, regulations, and information from CDE to correctly assign staff. Please see Appendix I – Adult-Serving Charter School Legal Information for more information about teacher credentialing for adult-serving charter schools.

### Assistant Teachers

To ensure a “pipeline” of quality teachers, NTT will hire Assistant Teachers who are not yet credentialed to work with full teachers. Assistant teachers will have a role similar to that of a paraeducator, but will also have the teacher they are supporting be a mentor as they work towards earning their own teaching credential. Assistant teachers will be required to have sufficient qualifications to obtain their Teaching Credential within a year. Assistant teachers who do not achieve a teaching credential within a year’s time will become a paraeducator until such time that they earn their credential. For non-core classes, assistant teachers may at times substitute for a main teacher, utilizing the flexibility provided for in Education Code section 47605(1).

### Classified Staff Qualifications

Classified staff shall be hired following the general hiring practice. Classified staff will have job descriptions and/or duty statements, which will describe the desired qualifications.

### Paraeducators

For some classes that need more support due to class size or difficulty of the topic, a paraeducator may be hired to support the teacher instead of an Assistant Teacher. The school will seek candidates for these positions who have had previous experience tutoring students, and have similar education as what would be expected of an Assistant Teacher.

### Professional Development

NTT believes that well prepared teachers and staff are the cornerstone for educational equity and academic achievement for all students. At NTT, putting professional development at the center of the school culture is essential to developing a collaborative learning community for students, teachers, and administrators. The following principles guide all professional development opportunities:

- Instructional change is a multistage process.
- Shared expertise is the driver of instructional change.
- A focus is on system-wide and classroom specific improvement.
- Adults respect and care for the students and work to meet their needs.
- Clear expectations and responsibility for achieving them are shared by all.
- Environment of collegiality results in learning for all.

Accordingly, new teachers participate in three weeks of orientation with the Director of Curriculum and Instruction to gain hands-on training with curriculum, have time to develop additional lessons and to learn the philosophy and structures of the school culture, as well as all school policies and procedures.

In addition to orientation, teachers receive ongoing professional development throughout the year. Teachers receive on-site professional development, especially as it relates to Linked Learning instruction, and teachers, administrators, and board members will participate in conferences throughout the year. Additionally, staff members will join the Linked Learning Alliance professional membership organization.

## E6 – Health and Safety Element

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*

— Cal. Educ. Code § 47605(b)(5)(F)

### Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Adults who are exempt from the requirement, per Health and Safety Code § 120360, will still be required to self-certify that they have had all immunizations.

### Tuberculosis Risk Assessment and Examination

Employees, faculty, staff, and volunteers will be assessed and determined to be clear of tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis to the same extent required at other public schools. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

### Background Checks

Employees and contractors of the Charter School will be required to submit to a LiveScan criminal background check and subsequent arrest notifications as required by Education Code Sections 44237 and 45125.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall complete LiveScans and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Adult students will be requested to inform school personnel of any prescriptions they are taking.

### Mandated Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually and as new employees are hired.

### Emergency Preparedness

The Charter School shall adhere to an Emergency and Safety Handbook (See Appendix M – Emergency and Safety Handbook). This handbook includes procedures about fire, flood, earthquake, terrorist threats, and hostage situations.

In addition there will be a School Safety Plan which will detail safety procedures for each specific site. If assuming a facility that was previously used as a school site, any existing safety plans for the school site shall be used as a starting basis for updating the master safety plan for the Charter School. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. Each year, at least one fire and one earthquake drill shall be completed at each school site.

### Facilities ADA Compliance

All NTT school sites shall be compliant with the Americans with Disabilities Act (ADA). This will be ensured by conducting an inspection of potential sites, along with stipulations in any facility use agreement or lease, that the facility must be ADA compliant. Should NTT discover an ADA compliance issue at any facility, it will immediately address the problem with its landlord, and if the issue is not solved promptly, it will take whatever actions it can to redress the issue.



## E7 – Racial-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.*

— Cal. Educ. Code § 47605(b)(5)(G)

### Plan for Achieving Balance

NTT will make every effort to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

NTT will actively recruit its students from SCUSD and greater Sacramento County, and other allowable areas of operation who reflect a diverse student population with regard to racial and ethnic diversity, socio-economic diversity and the number of English Learners. NTT will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure racial and ethnic balance of students that is reflective of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials that appeal to all of the various racial and ethnic groups representing the target population.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations, including but not limited to Arabic, Spanish, Russian, and Hmong.
- The use of advertising mediums that allow individuals whose first language is something other than English to obtain information relevant to programs at the school.
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media. NTT will continue to add sources to stay current with the latest technologies and trends.

### Annual Outreach Efforts

NTT shall proactively reach out to traditionally underrepresented racial-ethnic communities through working with various racial-ethnic news media, and participating in events targeted towards different specific racial-ethnic groups.

### Plan for Monitoring and Correcting Imbalances

As part of the annual LCAP review process, looking at subgroups, NTT shall also review its Racial-Ethnic balance. Should the racial-ethnic balance of students at a site compared to its community be significantly different, the school shall reach out to underrepresented communities. This outreach may include advertising in ethnic news media, going to churches attended more by a specific racial-ethnic group, and/or working with other racial-ethnic community organizations.

## E8 – Admission Requirements

Governing Law: Admission requirements, if applicable.

— *Cal. Educ. Code § 47605(b)(5)(H)*

NTT shall admit all students it is legally allowed to serve, who meet the terms of the exclusive WIOA partnership agreement(s) and do not already possess a U.S. high school diploma. This includes both students of normal high school age and adults. NTT will admit all qualified students who submit a timely application unless NTT receives a greater number of applications than there are spaces available for students, in which case attendance shall be determined by a public random drawing, with any preference given being consistent with state and federal laws. There will be no upward age limit.

All admissions shall be conducted in a non-sectarian manner. NTT will not discriminate on the basis of 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 4.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics [Ref. Education Code § 47605(d)(1)].

### Recruitment Efforts

Given the nature of its programs, most students who are recruited by NTT for the adult-focused high school program will be academically low achieving students, economically disadvantaged students, and/or students with disabilities. Similar to the process for ensuring racial-ethnic balance, as discussed in E7, NTT will follow the same procedures to ensure that it is serving at least as many academically low achieving students, economically disadvantaged students, and/or students with disabilities as comparable district schools.

### Admissions Screening of Students

#### Education Exclusively in Partnership with WIOA

Per Education Code §§ 47612.1 and 47605.1 (g), NTT shall provide instruction exclusively in partnership with the Workforce Innovation and Opportunity Act through its partnership agreement with one or more WIOA organization(s). Students of high school age will also enroll in WIOA services, such as basic services and/or youth services, as appropriate. By statute, students who do not qualify for WIOA may not enroll in the school.

#### Not Possessing a U.S. High School Diploma

Students who already have a U.S. High School Diploma (also known as a “regular high school diploma”) will not be admitted to NTT. Students who possess a General Education Diploma, California High School Proficiency Examination certificate, foreign credential, or any other alternative degree that is not fully aligned with the academic standards of the State of California, may be admitted.

## Application Process

NTT will have an online application process available via its website (See Appendix P – School Application), this application will include all CALPADS required information, a Home Language Survey, and emergency medical information. Students will also certify that they have withdrawn from any previous schools, and that they do not have a U.S. high school diploma.

Applications will be accepted year-round for enrollment. If at any point the school receives more applications than there is space available, NTT will hold a public random drawing to determine enrollment, except for existing students who are guaranteed continuing enrollment.

After receiving the online application, NTT shall load this information into its student information system (SIS) to have the student pre-enrolled. During this pre-enrollment stage, CALPADS will be checked to verify that the student has not already graduated in California.

## Enrollment Process

After receiving the online application, students will be contacted, and requested to attend an orientation (generally weekly), and will be asked to bring the following:

- Transcripts from former schools
- Proof of minimum age requirements, e.g. birth certificate or driver's license
- Proof of residence or an appropriate affidavit for homeless students
- Any forms required by WIOA partnership
- Immunization records

Students will be provided with forms to sign, such as releases, and transcript request forms for their prior education. At the orientation, students will also take two CASAS assessments. For students who are enrolling in the Adult-Focused High School Program, they will take the CASAS Reading and Mathematics assessments. For students who are enrolling in the Adult Elementary Program, they will take the CASAS Reading and Listening assessments. (Note: The school will administer CASAS math tests multiple times per year to all students, including Adult Elementary students, but it is not as critical to have this test administered up front for English learners)

All students who provide proof of age, proof of residence, all required WIOA forms and proof of partnership participation, and appropriate immunization records or certification, will then be enrolled and allowed to start school.

## Determining Grade Level

Upon admission to NTT, a student's grade level will be determined based upon their CASAS scores, and the rigor of the education of the program they are joining. (See Appendix I – Adult-Serving Charter School Legal Information)

### Description of Lottery System

NTT does not expect to have a need for using a Lottery System, given that it will generally have an open entry system of enrollment. But, in the unforeseen circumstance that a lottery is necessary, it shall use a computer randomized method to choose those who can be enrolled. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be put on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. The wait list will be maintained by the school counselor, who will be responsible for notification of available enrollment. In no circumstance will the wait list carry over to the following school year. The school will notify all students on the wait list at the end of the year that the list is closing, and new opportunities that are available.

### Admission Preferences

The admission preferences in the case of a public random drawing shall be as follows:

1. Relative of current NTT students (such as siblings, spouses, etc.)
2. Children of NTT staff board members, or founders (not to exceed 100%)
3. In-district non-youth residents
4. In-district applicants of normal high school age
5. Out-of-district non-youth residents of the district
6. Out-of-district applicants of normal high school age

NTT and SCUSD agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at NTT's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by NTT to SCUSD.

## E9 – Financial

*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.*

— Cal. Educ. Code § 47605(b)(5)(I)

An annual independent financial and compliance audit of NTT will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of NTT will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

### Responsibility for Contracting and Overseeing the Independent Audit

The Principal shall be responsible for contracting with the independent auditor, with the contract being approved by the Success Skills board. The Principal shall also be responsible to overseeing the independent audit, but may designate part of this to other qualified administrators or staff.

### Auditor Experience with Education Finance

NTT plans to use Squar Milner LLP as its annual auditor. Squar Milner is one of the largest California based CPA firms. In 2016 Hosaka, Rotherham & Company merged into Squar Milner, bringing years of charter school auditing experience to Squar Milner, including auditing experience with adult-serving charter schools.

### Process of Providing Audit Reports to the District and SCOE

The annual audit will be completed and forwarded to the SCUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Charter School Board of Directors will receive and review the audit each year.

### Process and Timeline for Resolving Audit Exceptions and Deficiencies

If NTT receives any audit exceptions or deficiencies, the Principal shall immediately notify SCUSD and the charter board members of the existence of the exceptions or deficiencies, and inform them that a more detailed report will be forthcoming.

The Principal will then review the audit exceptions or deficiencies, consulting with legal counsel and outside expertise as needed. The Principal shall then report the findings and recommendations to the board within 2 weeks of receiving the audit report; by either placing it on the agenda of a regularly scheduled board meeting, or calling a special board meeting.

The Principal and Board of Directors will submit a report to SCUSD regarding how the exceptions and deficiencies have been, or will be, resolved to the satisfaction of SCUSD. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter petition. SCUSD should receive this full report within 30 days of the time that NTT first learns of any audit exceptions or deficiencies.

## Revenue and Expense Projections

NTT expects to have an Average Daily Attendance of at least 180 students in its first year of operation, which will generate at least \$1,411,953 of revenue. Additional state and other funding for the first year is estimated to be at least \$601,475, for an estimated total revenue of at least \$2,013,428. Expenses for the first year are estimated to be \$1,702,596, leaving an 18% reserve of \$310,833.

## Grants, Fundraising, and Other Projected Revenue

NTT plans to apply for the Public Charter School Grant Program (PCSGP), but to ensure financial integrity, this funding is not currently included in the school's budget. If the school receives the PCSGP funding, NTT will appropriately revise its budget to use the funding for appropriate purposes per the grant rules.

## Alternative Financing

All charter schools receive payment in arrear, except for the initial funding from the PENSEC report. This thus causes challenges for most charter schools, and can have some additional challenges for adult charter schools, which tend to grow in enrollment and attendance as the school year advances. This is further complicated by the State Constitution which generally prohibits public entities from borrowing money. To resolve this issue, there are several financing options now available to charter schools, such as Charter School Capital, who will buy future receivables from a charter school.

During the regular review of expenses, the Principal shall watch for potential negative cash flow or a future deficit balance. In such situations, assuming that the trend of enrollment and attendance sufficiently covers the cost, the Principal, with NTT's board approval, may contract with an organization that buys receivables.

## Reserves

The school has budgeted for a reserve of \$310,833 in its first year of operation, and will continue to have an appropriate reserve for each future year. If NTT does not fund the full reserve, the Principal will inform SCUSD of the amount of deficit from the planned reserve, the reason for the deficit, and the plan to fix the issue. Any disputes from SCUSD of this plan will be resolved via the dispute resolution process contained in this charter petition.

## Reasonableness of Projections and Assumptions

The projections and assumptions of the budget were based on the experience of Delta Managed Solutions from working with similar charter schools, including other adult-serving charter schools.

Please see *Appendix D – Budget, 5-Year Projections, and Assumptions* for more details, including details about startup costs of staffing, facilities, equipment-supplies, professional services, etc.

## E10 – Suspension-Expulsions

Governing Law: *The procedures by which pupils can be suspended or expelled.*

— *Cal. Educ. Code § 47605(b)(5)(J)*

Governing Law: *If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.*

— *Cal. Educ. Code § 47605(d)(3)*

Due to the nature of adult-serving charter schools, in that students do not have compulsory attendance, and thus those that choose to attend, tend to have a higher motivation, it is rare for there to be a need to suspend or expel students.

But, there are cases when a student is accused of an offense worthy of suspension or expulsion. In such cases NTT shall follow SCUSD's procedures for suspending and expelling students, as codified in SCUSD's A.R. 5144.1, and AR 5144.2 for students with disabilities. Following these procedures, NTT will only suspend or expel students for offenses identified by SCUSD, and shall provide appropriate due process to all students, and additional protections to students with disabilities. For adult students, whenever the SCUSD policies and procedures refer to "parents", NTT shall interpret this to mean the adult students themselves. Students and parents will be informed of the policies and procedures about suspensions and expulsions, including reasons for suspension or expulsion and of due process rights (including additional rights for disabled students) through the Student Handbook.

NTT shall inform SCUSD of all suspensions and expulsions, regardless of the age of the student. And, for any students of an age that compulsory attendance is required, NTT shall notify the superintendent of SCUSD of the student's last known address within 30 days, and provide a copy of the student's records. NTT may disenroll adult students who stop attending, or otherwise indicate that they no longer wish to attend the school. Further, if students no longer meet the requirements of the WIOA Exclusive Partnership agreement, then by statute, NTT may no longer serve the student, and thus is required to disenroll such students. This process of disenrollment shall never be used in lieu of formal suspension or expulsion.

NTT shall not "counsel out students" although teachers and administrators may have honest conversations with adult students about the appropriateness (or lack thereof) of student behavior. Adult students always have the right to leave the school based upon such conversations.

## E11 – Staff Retirement

*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.*

— *Cal. Educ. Code § 47605(b)(5)(K)*

*Best Practice: 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, as required by Education Code section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.*

— *Cal. Code Regs. tit. 5 § 11967.5.1(f)(11)*

### Retirement Plans

NTT plans to offer qualified administrators and teachers participation in the California State Teachers Retirement System (CalSTRS). NTT plans to offer classified staff participation in the Public Employees Retirement System (CalPERS) and will apply through CalPERS School Applicant Questionnaire, to see if it qualifies. NTT shall participate in the federal social security system as available. Other supplementary retirement benefits may be offered at NTT board's discretion. The Budget addresses employee retirement funding. The Principal or designee will be responsible for ensuring arrangements for coverage have been made.



## E12 – Attendance Alternatives

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

— *Cal. Educ. Code § 47605(b)(5)(L)*

### Attendance Alternative Policy

The Attendance Alternative Policy shall be available to all students via the Student Handbook (See Appendix H – Student Handbook), and it has been written in a manner to hopefully be more easily understood by adult students and parents of minors. The following is the policy:

Students may have other options beyond NORCAL Trade & Tech for their education, such as adult schools or community colleges, or for minors, high schools. Every school has their own admissions policy, and unless NORCAL Trade & Tech has set up a specific agreement with one of these or they otherwise have a policy that qualifies you for admission, NORCAL cannot guarantee any admissions into any other school. For minors, this is an especially important choice to consider before enrolling in NORCAL Trade & Tech, as you may or may not have the option of returning to your former school.

### Providing Co-Opetition with Other Public School Options

*Governing Regulation: Describe, as applicable among the different elements, how the charter school will: Provide vigorous competition with other public school options available to parents, guardians, and students.*

— *SCUSD AR 420.4(III)(B)(4)(16.)(i.)(5)(d)(v)*

Adult-serving charter schools are different than charter schools that only serve children. While they are in “competition” with California Adult Schools, as was discussed in the Executive Summary, there is a far greater need for adult education services in California than Adult Schools can generally provide. Further, unlike charter schools that serve kids, adult-serving charter schools do not compete with Adult Schools for funding, as they come from different state funding sources.

Thus, NTT will provide vigorous “co-opetition” with SCUSD and other public adult schools. NTT will compete in providing innovative methods of serving adult students, including its emphasis on Linked Learning. SCUSD and other adult schools may use these same techniques to improve their programs. Further, NTT can learn from adult schools. The personalized education model of teaching adult students in learning labs, was pioneered by California Adult Schools, and NTT will continue and expand that great tradition.

## E13 – Employee Rights

### Rights of School District Employees Policy

*Governing Law: The rights of an 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.*

— *Cal. Educ. Code § 47605(b)(5)(M)*

No district employee shall be required to work at the NTT. 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 NTT unless specifically granted by the District through a leave of absence or other agreement. NTT 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.

### Exclusive Public Employer of the Charter School Employees

*Governing Law: ... declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

— *Cal. Educ. Code § 47605(b)(6)*

NTT will be considered the exclusive employer of the Charter School. Employment by NTT provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

### Right to Collective Bargaining

*Governing Regulation: All charter schools are part of the Public School System and must comply with EC Section 47611.5 and Chapter 10.7 (commencing with Section 3540) of the California Government Code. These sections relate to a public education employee's right to be represented through a collective bargaining process. The charter school must specify whether it will comply with these sections as part of the charter authorizing entity or as an independent public school employer. A charter school that is operated by a nonprofit corporation must also comply with these requirements. Employees who work in a charter school, but are hired by a nonprofit corporation, are entitled to the same rights under these code sections.*

— *CDE Charter Schools FAQ, Section 2, Question 13*  
<http://www.cde.ca.gov/sp/cs/re/qandasec2mar04.asp#q13>

NTT Employees have the right to unionize or otherwise participate in collective bargaining. At the discretion of the SCTA, teachers may join the Sacramento City Teacher's Association (SCTA). Classified staff may join the California School Employee Association (CSEA), at the discretion of the CSEA. Most policies of NTT that collective bargaining might affect (such as pay scale, etc.) will mirror the policies of SCUSD.

## E14 – Dispute Resolution

*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.*

— *Cal. Educ. Code § 47605(b)(5)(N)*

It is the sincere desire of NORCAL Trade & Tech to have a cooperative relationship with our authorizer, while maintaining appropriate independence, and ensuring that it meets the spirit of the law in providing for “vigorous competition with other public school options” [Ref. Cal. Code Regs. tit. 5 § 11967.5.1(g)(3)(E)]. The following details some of the formal means that NTT will do so:

### Dispute Resolution Process

Any and all disputes between Sacramento City Unified School District (District) and NORCAL Trade & Tech (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

(a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School’s designee shall meet with the District’s Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.

(b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School’s designee and the District’s Superintendent or designee and attempt to resolve the dispute.

(c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

## Uniform Complaint Process, for all Student or Parent Complaints

NORCAL Trade & Tech will follow a Uniform Complaint Process, compliant with State laws and regulations. See Appendix U.

## Responding to Authorizer Inquiries

*Governing Law: A charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.*

— Cal. Educ. Code § 47604.3

*Governing Law: The authority that granted the charter may inspect or observe any part of the charter school at any time.*

— Cal. Educ. Code § 47607(a)(1)

SCUSD may observe any part of NTT at any time, except where prohibited by state or federal confidentiality laws (such as potentially a session with a counselor and student, if the student does not wish to have the District present). All classrooms and administrative portions of the school shall be available at any time for observation. If the district wishes to observe a portion of the school during hours of non-operation, the NTT Principal shall provide access promptly.

SCUSD may inspect any available files of NTT at any time, including available student files or financial records. For inquiries that require research, such as demographic data, NTT shall provide answers to all inquiries from SCUSD, SCOE, or CDE within 10 days of the inquiry.

## Material Revision of the Charter

*Governing Law: A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter.*

— Cal. Educ. Code § 47607(a)(1)

*Governing Law: Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

— Cal. Educ. Code § 47607(a)(2)

It is necessary and desirable for charter schools to make continual improvements, which necessitate changes to policies, procedures, and operations of the school. Most of these will be within the scope and spirit of the charter petition, and thus do not require a material revision. But, if the change to the school is significantly different from what the petition states, it will be considered a material revision of the charter school. Examples of material revisions include:

- New charter school requirements enacted into law after the last petition approval
- Change in grade levels served
- Expansion to additional sites
- Changes to the governance structure
- Changes to the admissions preferences/policy
- Significant changes to the educational program

Material revisions will be submitted to the liaison designated by SCUSD within the timeframe generally required to have items placed upon its board meeting agenda, which shall be an open, public meeting. Votes on the material revision shall only pertain to the revision itself, and not any other portion of the petition or aspect of the school.

## E15 – Procedures for School Closure

*Governing Law:* The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of NTT, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

— California Education Code Section 47605(b)(5)(O)

The following are closing procedures that abide by California **Education Code Section 47605(b)(5)(P)**, should the school close for any reason. The decision to close NORCAL Trade & Tech either by the NORCAL Trade & Tech Board of Directors or by the SCUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the SCUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the Chair of the Board of Directors will be the responsible entity to conduct the closure related activities on behalf of the school (**Ed Code 11962**). Additionally, the following steps are to be implemented:

1. Written notification to adult students and parents/guardians/caregivers of minors who are enrolled students of NTT will be issued by the school within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to SCUSD within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
  - b. The process for transferring student records to the receiving schools shall be in accordance with SCUSD procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to SCUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Sacramento City Unified School District of the Closure Action shall be made by NTT by registered mail within 72 hours of the decision to Closure Action.
5. Written notification to the special education local plan area in which the school participates as well as the retirement system in which the school's employees participate.

6. NTT shall allow SCUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by SCUSD.
7. A financial closeout audit of the school will be paid for by NTT to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by NTT will be the responsibility of the school and not SCUSD. NTT understands and acknowledges that we will cover the outstanding debts or liabilities of the school. Any unused monies at the time of the audit will be returned to the appropriate funding source. NTT understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the NTT Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
9. The NTT Board of Directors shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
10. In addition to a final audit, NTT will also submit any required year-end financial reports to the California Department of Education and SCUSD, in the form and time frame required.
11. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its Bylaws:
  - a. The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation.
  - b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to SCUSD prior to approval of this Petition.

This Element "E15" shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end NTT's right to operate as a charter school or cause the school to cease operation. NTT and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should the charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this **Element "E15"** or any provision of this **Element "E15"** or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## Potential Impact to District

*Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.*

— Cal. Educ. Code § 47605(g)

NTT will likely have a positive impact on SCUSD. As has been previously been noted, unlike charter schools that serve kids, adult-serving charter schools do not compete with Adult Schools for funding, as they come from different state funding sources. And, oversight fees and other revenue such as from Facility Use Agreements, benefit SCUSD fiscally. Further, by having more SCUSD parents educated, there will be better home support for children in SCUSD schools, and thus better educational outcomes for SCUSD kids.

### Civil Liability

Pursuant to California Education Code Section 47604(c), SCUSD shall not be liable for the debts and obligations of NTT, or for claims arising from the performance of acts, errors, or omissions by NTT as long as SCUSD has complied with all oversight responsibilities required by law.

### Administrative, Support, and Other Services from the District

NTT plans to have discussions after the approval of the charter petition with SCUSD for providing services for minors who attend NORCAL Trade & Tech, such as providing the vision and hearing screenings, lunches, etc.

### Insurance and Indemnifications

NTT shall finance and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education will be named as an additional insured on all policies of the Charter School. Upon request, NTT shall provide evidence of insurance coverage to the District. NTT shall provide immediate (no more than ten (10) business days) notification to the District should insurance coverage be terminated or cancelled.

NORCAL Trade & Tech, Success Skills, its Board members, officers, employees or agents (collectively “NTT”) shall indemnify and defend the District its Board members, officers, employees or agents (collectively “District”) from and against any actions, allegations, claims, damages, due process claims, findings, judgments, or liability, including attorney’s fees to enforce this provision which arise from the actions or omissions of NTT, excepting only those claims arising from the actions or omissions of the District.



## CMO Relationships

Success Skills Inc at the time of petitioning, only seeks to operate NORCAL Trade & Tech. But it reserves the right to operate other charter schools.

## Providing Annual Reports to Authorizer

*Governing Law: Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:*

- (1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.*
- (2) On or before July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Section 47606.5.*
- (3) On or before December 15, an interim financial report. This report shall reflect changes through October 31.*
- (4) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.*
- (5) On or before September 15, a final unaudited report for the full prior year.*

— *Cal. Educ. Code § 47604.33(a)*

NTT shall meet all deadlines set in California Education Code § 47604.33, including submitting its school calendar by July 1.

## Other Potential Impacts

Other potential impacts to SCUSD are discussed in other portions of the petition. Information about timely submissions of request for information Items can be found in E14 – Dispute Resolution. The exclusive employer declaration and collective bargaining units and agreements information can be found in E13 – Employee Rights. Facilities to be utilized, and any facility improvements for consideration are in Appendix F – Facility Details.

## Conclusion

### Charter Term Request

This petition is requesting a term of 5 years.

### Reasons Charter Petition should be Approved

*Governing Law: The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d)*
- (5) The petition does not contain reasonably comprehensive descriptions of all [elements]*
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

— California Education Code Section 47605(b)

### Sound Educational Program

NTT has documented a sound educational program, that has been modeled on other successful public adult schools, including other adult-serving charter schools.

### Demonstrably Likely to Successfully Implement Programs

NTT is being led by an experienced team, including a former SCUSD adult education administrator, and other leaders who have experience operating an adult-serving charter school.

### Reasonably Comprehensive Descriptions

Given that some jurisdictions have approved adult-serving charter school petitions which have less than 10 pages, it should be clear that with about 70 pages of petition, plus a large appendix, that we have provided a reasonably comprehensive description of all required elements.

### Signatures, Affirmations, and Exclusive Employer Requirements

Over four signatures of meaningfully interested teachers can be found in the Signature Pages section, Affirmations are to be found under Assurances — General and Assurances — Health and Safety. And the public employer declaration for purposes of Chapter 10.7 can be found under element E13 – Employee Rights. In addition, we also have included signatures of over half the expected enrollment of adult students who are meaningfully interested in attending NTT.

As having met all legal requirements, for SCUSD to deny this petition would be out of compliance with California Education Code § 47605(b).

#### Final Commentary

Beyond only the legal reasons to approve this petition, NTT offers an opportunity to SCUSD that is fairly unique. Adult-serving charter schools allow school districts to increase their ability to serve the community without taking away resources. And a well-run adult-serving charter school is an investment in California, because most adults are parents, their success leads to their children's success. NTT will be able to provide services and partner with SCUSD and the City and County of Sacramento to address needs that are difficult to address otherwise. This above all, is why NORCAL Trade & Tech should be approved.

## Signature Pages

Governing Law: Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

— Cal. Educ. Code Section 47605(a)(1)

Governing Law: A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

— Cal. Educ. Code Section 47605(a)(3)

## Signature of Petitioner of NORCAL Trade & Tech

Governing Regulation: Charter petitioners shall submit one (1) printed copy of the charter school petition, as well as one (1) electronic copy of the charter school petition on CDROM or flash drive. A charter school petition submitted to the district Board shall include:

- (1) The name, address, and telephone number of the lead charter school petitioner(s).
- (2) The names, addresses, telephone numbers, original signatures, and dates of original signatures of those persons endorsing the charter school petition. The petition form must indicate that a copy of the charter school petition was attached to the form so that petitioners were able to review it prior to signing the petition.

I, Mike Brunelle, as the lead petitioner and primary endorser of this petition, respectfully submit this charter petition to the Sacramento City Unified School District, on October 16, 2017. While this petition has been the work of many of us who have been involved in starting our school, I have reviewed the petition in its entirety and endorse its contents.



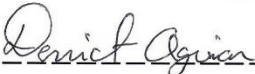

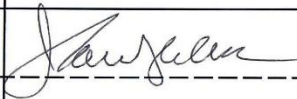

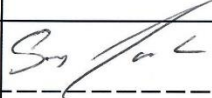
Mike Brunelle  
6212 Templeton Drive  
Carmichael, CA 95608  
916-768-3730

Signatures of Teachers for NORCAL Trade & Tech

**DEMONSTRATION OF TEACHER SUPPORT**

California Education Code, Section 47605 states as follows: "The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation." All signators to this document hereto, also acknowledge that they have received and reviewed a copy of the charter petition that will be submitted to Sacramento City Unified School District (SCUSD), and that this document will be attached and made a part of said charter petition.




The following Teachers meaningfully desire to teach at NORCAL Trade and Tech, an adult-serving charter school proposed at a site within the Sacramento City Unified School District:

PRINTED NAME	PHONE	SIGNATURE	DATE SIGNED	TEACHER EDUCATION/QUALIFICATIONS
1 Derrick Aguilar 4010 Burchard Way Rocklin, CA 95677	916-412-0678		8-05-17	Masters Degree Highly qualified - Math, English & Social Studies fully-credentialed - R4FA clear ESL/ELD
2 MERLYN LUND 1290 PRAKVIEW CT LINCOLN, CAL. 95648	916-532-5977		8-05-17	MASTERS. EDUCATION MASTERS. ADMINISTRATION GENERAL SECONDARY: K-12 HIGHLY QUALIFIED
3 WARD ARIEN 3501 MESA VERDES DR DORADO HILLS, CA 95762	(916) 502-2667		8-05-17	SINGLE SUBJECT, CLEAR CREDENTIALS COORDINATOR
4 Jose Cruz Rodriguez 95832 2170 BORONA WAY SACTO CA	(916) 613-6646		8-05-17	Masters in Bilingual Ed. ESL clear Credential.
5 Sergey Ivanjuk 8102 Prairie Hills Ct Antelope, CA, 95843	(916) 996-4210		8-8-17	Preliminary Single Subject CTE Credential

**DEMONSTRATION OF TEACHER SUPPORT**

California Education Code, Section 47605 states as follows: "The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation." All signators to this document hereto, also acknowledge that they have received and reviewed a copy of the charter petition that will be submitted to Sacramento City Unified School District (SCUSD), and that this document will be attached and made a part of said charter petition.

The following Teachers meaningfully desire to teach at NORCAL Trade and Tech, an adult-serving charter school proposed at a site within the Sacramento City Unified School District:

PRINTED NAME	PHONE	SIGNATURE	DATE SIGNED	TEACHER EDUCATION/QUALIFICATIONS
1 RICHARD HARTMAN 19504 County Rd #95 WOODLAND, CA 95895	(530) 383-4038		8-12-17	12, PRELIMINARY TRANSPORTATION CREDENTIAL APPLIED FOR.
2 KEN SHOEMAKE 4201 SIERRA PT. DRIVE #101 SACRAMENTO, CA 95834	916 995-7262		8-17-17	BA, CREST PASSED
3 GEORGE M. BOWELLE 0212 Temple Blvd 95608	916-718-3700		8-23-17	M.S., Standard Elem, Spec. Ed Teaching Minor, L.H., R.S.P.
4				
5				

## NORCAL Trade and Tech

We, the undersigned prospective students of NORCAL Trade and Tech, hereby indicate our desire to attend this school and our total support of the school. We urge the School Board to approve the NORCAL Charter Petition.

Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Gloria Orellana	5330 Cliffhouse Way SAC. CA 95835	torrilas@hotmail.com	(916) 376-7918	8-29-201
PRAMILA KOTHARI	2385 DAKHARBOUR DR APT - 303. SACRAMENTO, CA	Pamm.badoni@gmail.com	(601) 467-9099 601 467-8775	8-29-201
Vinamaru Billonaria	3088, Delta Juley Way CA. 95834	vinamaru@Yahoo.com	916-911-0817	8-29-201
Nallely Gomez	Bilsted Way, Sacramento CA 95834	vinamaru4@gmail.com		8/29/17
Cristina Trujillo	3652 Rio Loma way Sac. CA 95834	---	(916) 281-5388	8/29/17
Mindi wang	133 Dragonfly Cir Sacramento CA 95834	---	916-220-9350	8/29/17

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Ester Gutierrez	3275 9 Ave Sacto CA 95817		(916) 322-9491	
Maria Licon	6673 9 Ave Sacramento CA 95817		(916) 441-8378	
Diana M.	6932 Orange Ave Sacramento CA 95823		(916) 736-7352	
Graciela Lopez	6553 Orange Ave Sacto CA 95823		(916) 583-1570	
Drene Segun	216 Colifonico Loop 95827		(916) 589-0613	
Victor Rivera	7239 9th Ave Sacto CA 95817		(916) 583-8976	
Sofia Vazquez..	3272 9th Sacto CALIF 95817		(916) 737-5137	
Rosario Galindo	8402 Kingcrest Way Sacramento CA 95842		(916) 823-6175	
Sofia Arana	5842 Mendocino Sacto CA 95848		(916) 955-3340	
Isabel ARANA	6553 Orange Ave Sacto CA 95823		(916) 387-3583	



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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Pedro Olguin	6610 39 <sup>th</sup> Ave Sacramento 95824		(916) 949-8241	
Maria Lopez	3966 35 <sup>th</sup> Ave 958324		(916) 519-4988	
Ricardo Zamora	4413 45 <sup>th</sup> Street Sacramento CA 95820		916-831-8296	
Karah Bullis	7232 9 <sup>th</sup> Ave Sacramento CA 95817		916-889-0796	
<del>Maribel Lopez</del>	4419 45 <sup>th</sup> Ave St Sacramento 95820		916-880-3000	
Santiago Romero	2316 California Loop Sacramento 95823		(916) 821-2952	
Destini Bueno	216 California Loop Sacramento CA 95823		916-968-2426	
Esther Zamora	5524 Mendocino Rd Sacramento 95823		916-271-7689	
Jesse Bastian	6535 Orange Ave Sacramento CA 95831		916-968-2609	
Carmen Medina	7232 9 <sup>th</sup> Ave Sacramento CA 95817		(916) 505-4479	

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Pedro Arana	7370 Power Inn Rd. Sacramento CA 95828		916-509-5211	
Marta Villarreal	8383 Abiding Place Sacramento 95823			
Eustalia Salas	3663 Shining Star Dr Sacto 95822		916-534-6582	
Bertha Villarreal	3831 Leewick Dr Sacto 95821		916-330-7785	
Robran Cabanillas	7051 Bowling Dr. 95823		509-475-6950	
Sista Reza	7373 Power Inn Rd Sacto 95828		209-570-627	
Yolanda Mendoza	7337 Power Inn R 95828		209-430-2727	
Sofia Arroyo	7005 Shining Star Sacto 95823		209-269-6328	
Jose Magana	3555 Orange Ave 95823		209-689-7768	

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Irais Sanchez	317 S. Stockton St. Lodi CA 95240	cesarirais@gmail.com	209 663 9054	8/20/17
Cesar Mendoza			209 663 9054	8/20/17
Angela Lopez	6035 Orange Ave Sacto CA 95823			
Dustin Rejer			916 807 2978	
Marisa Castro	35 Quay Ct sacramento, CA		(916) 598-4029	
Yolanda Castro	2906 18th Ave Sacto CA 95820		(916) 598-4029	
Amanda Castro	5548 14th Ave Sacto CA		(916) 598-4029	
Angelica Lopez	6813 27th Sacramento CA 95820		916 ) 540 8062	
Paulita Delatorre	507 Babel St California 95820		(916) 958-2833	
Ligia Vasquez	7404 Greenhavan Dr. Sacto CA 95831		(916) 519-6980	

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Shuxia Ding	112 Luna Grande Cir 95834		(916) 743-1189	8/29/2017
Sabah	3200 Truxel Rd Apt-106 95834		916 1559 4721	
MAISA	3342 Holly branch Apt 434 95834		916-604-2405	
Samah	3931 Samuelson way Sacramento CA 95834		916-873-5355	
Javier	Haw Ave 1961 Sacramento CA	nuevamacross@hotmail.com	916-308-1926	8/29/17
Aner	31 Stampede ct. Sacramento CA	garcia-7578@hotmail.com	(916) 875-6478	8-29-17
Luis Ramirez			(916) 613-3297	8-29-17
Estela Quiroz	2908 N Platte way		(916) 646-5303	8-29-17
Sajid Alkhafaji	3931 Samuelson way Sacramento CA 95834		916-873-6001	8-29-17

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Benito FANFAN	C 340 Orange Ave Sacramento 95823		(559) 892-9126	20/8/11
Ma. Rosario Solis	3540 ST AVE Sacramento CA 95824		916) 271-2350	
Magdalena Vazquez	4830 41TH AVE Sacramento CA 95821		(559) 579-0502	
Gloria Zuniga	2090 18TH AVE Sacramento 95820		818 326-6084	8/20/12
MARIA RIZ	3535 41TH AVE Sacramento 95823		818 310-6878	
ARTURO Robles	3935 41TH AVE SACA 95823		818 310-6878	
Gabriela Arreda	3541 41TH AVE Sacramento CA		559) 840-7518	
Hugo Arreda	4253 Crystal Sacramento 95823		559) 903-7114	
H Yesenia Villegas	4074 47TH Sacramento 95820			
graciya	2101 42 <sup>AVE</sup> Sacramento CA 95822			

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Jia Ying Chen	4042 Clarewood Way		724-989-8074	
Pedro R. Leiva	1966 San Juan Rd Apt 52 SACRAMENTO CA 95833		(916) 868 7397	08-29-17
Esabel Tristan	872 Elmridge way Ste 95834		(916) 889-0553	08/29/17
Martha Muñoz	3609 Rio Loma way		(916) 923-9358	08-29-17
Carlos Escobar	7850 club center dr Apt 115 95835			
Luis A. Gutierrez	72 Ishi Cir. 95833		916 504 6843	08-29-17
Ana Gutierrez	72 Ishi Cir 95833		916 416 1977	08-29-17
Laura Gutierrez	2741 Bridgeford Dr 95833		(916) 229 3595	08-29-17
Carloandré Wittig	12 Skipton St 95835		(916) 712 8407	8-29-17.
Rachhpreet	119 Ainger Cir 95835		916-928-9792	8-29-17
Mandit Kaur	160 Bill Bien Ct 95835		916-613-9918	8-29-17

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Javier L. Lara	2800 9 Ave Sacto 95823		(914) 544-0230	
<del>Jorge</del>	7443 Crystal South Blvd. 95822		(916) 445-3035	
Maria Lopez	3548 37 Ave Sacto CA 95822		(914) 248-2345	
Alicia Larana	5072 34 Ave 95823		(910) 367-3584	
Julio Guzman	7404 Greenhaven		916 296 1063	
Mica Anderson P.	7045 35 Ave		(914) 367-6385	
Nancy Islas	ESPERAZA		(914) 585-3744	
Oscar Castro				
Gloria Nuñez	2170 24th St Sacto 95831		(845) 336-7072	
Israel C	esperanza			

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Viviana Alejandre	3249 Azevedo Drive #102	vivimurillo25@hotmail.com	(916) 308-4579	
Ornela Figueroa	3249 Azevedo Drive Apt #102	Ornela2108@gmail.com	(916) 661-9112	
Norma León	14 Shady Lane Ct.		916 862 8557	
Maybi Pereira	100 Fulton Ave Apt 6 Sec C.A. 95825	yeimy.pereira7@gmail.com	916 801 3782	
Javier Hernandez	1961 Ethan Avenue 95875	javierhernandez@hlmexca	916 308 1926	
Katy Prady	3435 J Millburn #95835	KatyPrady@att.net	(916) 882-7318	
Isabel Tristán	872 Elmridge Way 95031	Tristanwata@hotmail.com	(916) 887-0573	



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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
RENUKA DEVI	2673, River Plaza Dr. # 286 CA 95833	PPRENUKA@gmail.com	916-760-7262	
TAHIRA REHAN	3009904	TAHIRAREHAN@gmail.com	916527489	
Ayo Sha				
Emma Canales	2193 sandcastle way		(916) 275-5867	
antonio Vargas	2193 sandcastle way		916 275-5867	
Vandana Bilimoria	3088 Delta Trail way 95833	Vandana-hirem@yahoo.com	916-917-0217	



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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Erica Gallegos	95833	ericanuric160@gmail.com	831730032	9/19/17
Cristina Trujillo	95834	_____	(916) 281-5388	09/19/17
Jose J Garcia	95833	_____	661 9325860	09/19/17
Luis Ramirez	95834	_____	916 613 3297	09/19/17
Xavier Menjivar	95838	xaviermenjivar31@gmail.com	(916) 501-8524	09-19-17
Beatriz A. Vazquez	95834	_____	(916) 921-2975	09/19/17
Rachhemi Grew	95835	_____	9162928-9792	9/19/17
Jaswinder Jethu	95835	_____	9165084463	
Manjit/Kaur	95835	_____	916613	9912
Richa Misra	3301 Arena boulevard Sacramento - 95834	richa.misra6@gmail.com	9165418800	9/19/17

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COPY

Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Edwin Salgado	3950 Cleardale way 95823		916 429 1981	
Nicolas Sisnevos	7630 Bluebrook way 95823		(916) 467 0095	
Saul Jimenez	3860 Cleardale way 95823			
Reynaldo Salgado	3950 Cleardale way 95823		916.428.4060	
Alan Moreno	8777 Chey/Cortelgrove 95824		(916) 595 5208	
Iyma Gonzalez	7564 Skilton way 95822		(916) 271 3800	
Martin Gonzalez	7564 Skilton way 95822		916 205 2245	
Quinn Thompson	7638 Bluebrook 95822		716 519 8128	
Mayra Acosta	94 Belthey ave 95823		916 826 1374	
Tereso Navarro	3955 same way 95823		619 756 0215	

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
<del>Caraceli Saldana</del>	Sacramento 3955 Scoms Way	95823	619 788 4912	
A MONDIA SANTANA	WANNING WAY 3506 WANNING	95823	(916) 395 0488	
Pablo Bermudez	6304 McMahon Drive Sacramento, CA 95824		916-281-5919	7-22-17
Lorena Medina	6304 McMahon Drive Sacramento, CA 95824		916-281-5819	7-22-17
Hector Mejia	9521 Misty Riverway SACRAMENTO	95824	(916) 647 3392	7-22-17
Angel albarado	10 Bryce Ct SACRAMENTO	95824	(916) 868 7777	
Jolanda albarado	10 Bryce Ct MISTY RIVE way	95824	(916) 240 8071	
Concepcion Mejia	9521 SACRAMENTO cal	95824	(916) 647 3392	
Angel castro	7626 BLUEBROOKWAY	95823	(916) 752 2654	
			(916) 812 1159	

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
Edwin Salgado	3950 Cleardale way 95823		916 429 1981	
Nicolas Sisnevos	7630 Bluebrook way 95823		(916) 467 0095	
Saul Jimenez	3860 Cleardale way 95823			
Reynaldo Salgado	3950 Cleardale way 95823		916.428.4060	
Alan Moreno	8777 Chey/Cortelgrove 95824		(916) 525 5208	
IYMA GONZALEZ	7564 SKILTON WAY 95822		(916) 271 3800	
MARTIN GONZALEZ	7564 SKILTON WAY 95822		916 205 2245	
Quincetta Thompson	7638 Bluebrook 95822		716) 519 8128	
MARIO ACOSTA	94 BELTLEV ave 95823		916 826 1374	
Tereso S. Nivara	3955 SAMES WAY 95823		619 756 0025	

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Name	Mailing Address, ZIP (Optional)	Email Address (Optional)	Phone (Optional)	Date
<del>Caraceli</del> Saldana	Sacramento 3955 SAMES WAY 95823		619 788 4812	
Demondio SANTANA	WANNING WAY 3506 WANNING WAY 95823		(916) 395 0488	
Pablo Bermudez	6304 McMahon Drive Sacramento, CA 95824		916-281-5919	7-22-17
Lorena Medina	6304 McMahon Drive Sacramento, CA 95824		916-281-5819	7-22-17
Hector Mejia	9521 Misty River way 95824 SACRAMENTO		(916) 647 3392	7-22-17
Angel albarado	10 Bryce ct cal 95824 SACRAMENTO		(916) 868 7777	
Jolanda albarado	10 Bryce ct cal 95824 SACRAMENTO		(916) 240 8071	
Concepcion Mejia	9521 SACRAMENT cal 95824 MISTY RIVE way		(916) 647 3392	
			(916) 752 2654	
Angel castro	7626 BLUEBROOKWAY 95823		(916) 812 1159	