

CAPITAL COLLEGE AND CAREER ACADEMY COUNTYWIDE CHARTER MID-YEAR REPORT

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This report summarizes the Capital College and Career Academy (CCCA) Countywide charter mid-year status. The report is divided into four sections:

1. Enrollment
2. Academic Program
3. Facilities Status
4. Budget Update

ENROLLMENT

CCCA successfully opened on August 3, 2023 with 50 students. Since the opening of school, CCCA has had two students transfer out of the school, and two new students transfer in. The demographics of the 50 students currently enrolled at CCCA are as follows:

GENDER	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Female	19	38%
Male	31	62%

STUDENT ETHNCITY	NUMBER OF STUDENTS	PERCENT OF STUDENTS
African American	12	24%
Asian	2	4%
Hispanic	21	42%
American Indian	1	2%
Pacific Islander	1	2%
Caucasian	13	26%

STUDENT GROUPS	NUMBER OF STUDENTS	PERCENT OF STUDENTS
English Learners	1	2%
Students with Disabilities	10	20%
Free and Reduced Lunch	33	64%

STUDENT FORMER DISTRICT	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Twin Rivers USD	24	48%
Sacramento City USD	11	22%
Natomas USD	5	10%
Elk Grove USD	4	8%
San Juan USD	4	8%
Folsom Cordova USD	2	4%

At the July 11, 2023 Sacramento County Office of Education (SCOE) Board Meeting, CCCA reported an expected 72 students enrolled for the first day of the 2023 – 2024 school year. Of the 72, 22 enrolled in other schools. Reasons students enrolled in other schools included transportation issues, families moving, and parent decision.

Since starting the school year with 50 students, CCCA has maintained an enrollment of 50 students, including two students who left to attend other schools, and two that transferred into CCCA mid semester in the Fall. Furthermore, all 50 students remained enrolled after the Winter Break to start their second semester at CCCA. Finally, the site reports an average daily attendance rate of 93% for the first semester for the 50 students.

2024 - 2025 Application Status

For the incoming ninth grade class, as of January 19, 2024, there are 24 students who have applied or are in the process of applying for the 2024 – 2025 school year. This is slightly more than this time last year.

From interviews of current students and families, all 50 of the current students plan to return to CCCA for the 2024 – 2025 school year. There are currently two students who are finalizing their enrollment paperwork to join CCCA this semester.

The goal is to enroll 165 students for the 2024 – 2025 school year.

Program Recruitment and Outreach Status

CCCA has conducted over 100 recruitment and outreach events since before the school opened in August, through January of 2024. Kevin Dobson has provided a list of many of these events previously to the Board and will address this in his report. In addition to this, the school has also increased signage at the site, and is planning for targeted recruitment at new housing on Arden Way, and in the new Marisol Village Development in North Sacramento.

Parent Outreach Status

CCCA has worked diligently to keep parents informed and to involve them in planning and implementation of their school program. The site has had multiple parent meetings, with upcoming meetings tied to WASC planned. Other opportunities for parents include Coffee with the Director, Lunch with the Director, and dual enrollment registration meetings. Many parents have also received personal tours of the site.

Teacher Staffing

All CCCA teachers are appropriately credentialed at this time. Some continue in credential programs, earning their clear teaching credentials.

From interviews with staff, as of January 2024, all plan to return to CCCA for the 2024 – 2025 school year.

CCCA staff currently is sufficient enough to meet the growth of the ninth and tenth grade students next year. If they increase enrollment as projected, they plan to hire an additional Social Studies teacher.

ACADEMIC PROGRAM

Prior to the opening of school, CCCA had completed all of the applicable items in Schedule A of the MOU. This includes the hiring of 6 credentialed teachers, an educational specialist, development of policy development, planning of professional development, and the purchasing of all equipment, furniture, and instructional materials. Currently there are 8 teachers offering instruction, including the 6 credentialed teachers, the education specialist, and the Academy Director.

The courses offered to 9th grade students include the following:

- English 9
- Applied Construction Math (Integrated Math equivalent)
- Getting to Zero Carbon (Science)
- Physical Education
- Mandarin (World Language)
- Introductory Craft Skills (Career Technical Education)
- English/Math Bridge (Intervention)
- Culture and Community
- Innovation, Design, and Implementation (IDI)

The student schedule is an alternating block schedule with students taking core classes on alternating days. Students take English, Math, Science, Physical Education, Mandarin, and Introductory Craft Skills on Monday, Wednesday, and Friday. On Tuesday and Thursday, classes are scheduled for enrichment and intervention, including dual enrollment coursework for the second semester. Currently 32 students

are scheduled to attend an asynchronous Human Career Development dual enrollment class at American River College in Spring of 2024. CCCA has a fully executed dual enrollment Memorandum of Understanding (MOU) with the Los Rios Community College District. The other 18 students are in academic intervention classes currently. Furthermore, all students have either obtained their OSHA Safety Training Certification or are in the process of finishing the certificate by the end of the semester.

There is also daily academic enrichment time before and after school that provides students time for academic support, including support by peer tutors. After the first semester, 38 students earned all 40 credits, 4 earned 35, 2 earned 30, and the remaining 6 between 5 and 20 credits. In addition, all 50 students have completed certifications in CPR and First Aid.

A copy of the CCCA Course Catalog is included in this report as Attachment A.

Western Association of Schools and Colleges (WASC)

CCCA's initial WASC visit is scheduled for March 8, 2024. John Pellman and Kevin Dobson have been trained and have been involving students and staff in the WASC process. Parents began their involvement in Fall, and will continue in February. The vision of the CCCA WASC self-study and plan is to align it as closely as possible to the school's overall vision and charter.

UC A – G Requirements

The site will submit courses for UC A – G approval, once they receive WASC accreditation. CCCA cannot submit any coursework for approval until they are accredited by WASC. These courses will be for multiple years, so once approved, all students will have A – G credit on their transcripts. So once CCCA receives its initial WASC accreditation, the school will be able to submit courses for A – G approval for ninth, tenth, eleventh, and twelfth grade.

Student Academic Support

Students are supported academically through the bridge program on Tuesdays and Thursdays. This course is offered for students who are significantly behind academically. During the first semester 96% of students saw growth in either English and/or Mathematics, as measured by iReady, and by teacher observation and assessment.

Other academic supports include daily academic enrichment time, and special programming during intersession, where students who struggled in classes were allowed extra time to complete tasks in order to pass classes.

Social-Emotional Support

CCCA has a variety of ways to meet the social emotional needs of its students. For example, CCCA contracts with Neighborhood Wellness who provide adult mentors at no cost to support students, including during lunch and passing periods. In a more traditional setting, this would be a campus monitor position, however Neighborhood Wellness staff involve themselves much more than security, mentoring students and getting to know CCCA students to support and encourage them behaviorally and academically in the smaller CCCA school setting.

CCCA also works with STRIVE Community Health for counseling services through their interns. STRIVE interns can support students in academics and social-emotional matters, including Restorative Practices.

FACILITIES STATUS

The CCCA school site at 501 Arden Way has been up and running since the start of school on August 3, 2023. The site makes creative use of the commercial site to meet the needs of both the Career Technical Education and academic programs. For example, there is a shop where students have created CTE projects like birdhouses. There are also Science labs, technology spaces, and traditional classrooms that are currently in use. There is also enough space for future growth of grade levels.

All County site inspections and the certificate of occupancy were successfully completed prior to the school's opening. SCOE staff also completed their site inspection. Some work is still pending. CCCA's new heat and air conditioning units were set to be installed prior to the end of November. These site permits will be finalized after their switchgear arrives in late Spring of 2024. This equipment installation only impacts the unoccupied portable classrooms.

Salvador Lorta, Facilities Coordinator for Sacramento County Office of Education, has inspected both CCCA's main site at 501 Arden Way, Sacramento, and the satellite site they plan to open this semester in the Boys and Girls Club of America facility at 1117 G Street, Sacramento. Both facilities were inspected for safety and environmental comfort and were found to be clean, and the classrooms meet all the standards needed.

CAPITAL COLLEGE AND CAREER ACADEMY COUNTYWIDE CHARTER JANUARY BUDGET UPDATE

CCCA updated its budget projections for 2023-2024 and 2024-2025 on December 19, 2023. CCCA's revised budget for 2023-2024 and projected budget for 2024-2025 are below:

	2023-2024			2024-2025
	July	December	Difference	December
Enrollment	80	50	(30)	165
Revenue				
LCFF	1,084,184	682,436	(401,748)	2,341,650
PCSGP	500,000	386,649	(113,351)	132,548
City of Sacramento	-	300,000	300,000	-
Other Grants	271,395	436,084	164,689	635,468
Donor Contributions	600,000	617,000	17,000	370,000
Total	2,455,579	2,422,169	(33,410)	3,479,666
Expenditures				
Employee Compensation	903,572	985,307	81,735	1,192,515
Equipment	384,470	353,373	(31,097)	66,106
Capital Outlay	-	687,373	687,373	-
Other	1,060,180	1,106,337	46,157	1,807,223
Total	2,348,222	3,132,390	784,168	3,065,844
Surplus/(Deficit)	107,357	(710,221)	(817,578)	413,822
Proceeds from Debt	-	554,529	554,529	(367,029)
Beginning Fund Balance	423,215	371,246	(51,969)	215,554
Ending Fund Balance	530,572	215,554	(315,018)	262,347

The revised CCCA budget projects an ending fund balance of \$215,554 for 2023-2024 which is significantly lower than the \$530,572 ending fund balance projected in the budget presented at the July 11, 2023, Board meeting. This is primarily due to the following:

- General purpose Local Control Funding Formula (LCFF) revenue being lower on account of enrollment being 35% lower than projected;
- The addition of capital outlay expenditures for facilities improvement, capital equipment and vans; and
- Increased staffing needs.

CCCA is able to maintain a positive fund balance through receipt of a one-time grant from the City of Sacramento and a combination of short and long-term loans.

CCCA projects enrollment will more than triple in 2024-2025 and, as a result, it will have a \$413,822 operating surplus that year. However, the ending fund balance will only increase to \$262,347 due to the need to pay off short-term loans. More detail on these projections is provided in the following sections.

Enrollment

CCCA's financial condition depends on its ability to meet enrollment and attendance projections. Enrollment and attendance are the driving factors underlying the charter's largest single source of funding, the LCFF revenue. As noted above, CCCA's enrollment for 2023-2024 is significantly lower than anticipated resulting in \$401,748 less LCFF revenue.

For 2024-2025, CCCA projects enrollment to increase from 50 to 165 students due to adding a grade level and additional recruiting efforts. However, if enrollment only doubled to 100, LCFF revenue would be over \$900,000 lower than projected for that year.

Grants

CCCA's budget includes \$519,197 (\$386,649 in 2023-2024 and \$132,548 in 2024-2025) in one-time funding from the Public Charter Schools Grant Program (PCSGP). However, the state placed most of the PCSGP funding on hold until CCCA can demonstrate its fiscal sustainability or increase its enrollment to 80 or more students.

Fundraising

CCCA's budget continues to be heavily reliant on fundraising. The budget assumes \$617,000 in donor contributions during 2023-2024. By mid-January, CCCA had raised a little over \$523,000 in donor contributions for the year. For 2024-2025, CCCA reduces its projection of donor contributions to \$370,000.

Borrowing

To date, CCCA has obtained several operating loans including:

- \$250,000 from the California School Finance Authority which will be repaid from 2024-2025 through 2027-2028;

- \$9,057 from the El Dorado Charter Special Education Local Plan Area which will be repaid when CCCA receives its Special Education funding; and
- \$368,631 from Five Star Bank which will be repaid when CCCA receives its PCSGP funding.

Summary

CCCA's budget includes considerable risk mainly related to its enrollment and the delay in receiving its full PCSGP award. If CCCA does not receive the remainder of its PCSGP funding or if enrollment is lower than anticipated in 2024-2025, CCCA will need to significantly reduce staffing and expenditures and increase donor contributions and grant revenues in order to pay its loans and remain solvent.

We advise CCCA to reduce its reliance on fundraising and refrain from additional borrowing to support ongoing operational expenses. We also request that CCCA prepare and submit a contingency budget for 2024-2025 that assumes much lower increases in enrollment and reduced donor contribution and grant revenues to ensure that it can remain solvent in that year.



Course Catalog

2023- 2024

Couse descriptions and options are provided based on current enrollment and staffing information. CCCA reserves the right to modify course offerings.

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CAPITAL COLLEGE & CAREER ACADEMY MISSION AND VISION

Mission

All students will be enrolled in a post-secondary institution or employed within six months of graduation

Vision

Our vision is to create an educational environment where students are college accelerated and job prepared. Students will transition into adulthood with the skills and experience required to make a living wage. The curriculum at CCCA will provide a life-changing opportunity for students who, upon graduation will have the real-world experience and the tangible skills that will allow them to succeed not just today but for years down the road.

GRADUATION REQUIREMENTS

College Accelerated Career Prepared

Our graduation requirements go beyond the UC A-G requirements and reflect our school's mission to empower our graduates to become leaders and critical thinkers who act as change agents for their community

English (4 years)	40 Units
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Social Studies (3 years)	30 Units
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Math (4 years)	40 Units
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Science (3 years)	30 Units
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PE (2 years)	20 Units
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World Language (2 years)	20 Units
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CTE (2 years)	20 Units
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Performing and Fine Arts (1 year)	10 Units
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Capstone Project	40 Units
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Total Required Units	250 Units
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CCCA Course Offering Summary

Subjects	Capital College & Career Academy	CSU & UC Entrance Requirements
English	Year 1 English 9 Year 2 English 10 Year 3 English 11 Year 4 ERWC	4 years of college-preparatory English
Social Studies	Year 1 Year 2 World History Year 3 US History Year 4 .5 Govt/ .5 Econ	1 year of world or European history and 1 year of U.S. history
Math	Year 1 Applied Construction Math I (Integrated 1 equivalent) Year 2 Applied Construction Math II (Integrated 2 equivalent) Year 3 Applied Construction Math III (Integrated 3 equivalent) Year 4 Pre-Calculus/ Statistics	3 years of college-preparatory mathematics including algebra 1 and sufficient geometry
Science	Year 1 Getting to Zero Carbon 1 - Biological Science Year 2 Getting to Zero Carbon 2 - Physical Science Year 3 Physics Year 4	2 years of lab science
PE & Health	Year 1 PE Year 2 PE Year 3 Year 4	Not Required
World Language	Year 1 Spanish 1 Year 2 Spanish 2 Year 3 Spanish 3 Year 4 Spanish 4	2 years of same language
CTE – Building Trades	Year 1 Introductory Craft Skills Year 2 Construction Technology Year 3	1 year college preparatory electives

	Year 4	
Art	Building Information Modeling Construction Design 1 Construction Design 2	1 year (a-g) approved arts course
Capstone	Year 1 Career Exploration Year 2 Career Exploration Year 3 Internship Year 4 Internship/ Capstone	Not Required

CORE COURSES

ENGLISH

Course Title:	English 9
Course Length:	One Year (10 credits)
Grade Level:	Grade 9
Prerequisite:	Required course for all high school freshmen students Required for high school graduation

This is a two-semester course where students will build the essential communication skills needed for preparing them for college and career. The course weaves entrepreneurship principles throughout the curriculum to ensure learning is relevant and engaging. Students will study a wide variety of high interest materials, including literature, informational texts and online media. While developing business plans, solving real world community problems, students will analyze and evaluate sources, write effectively about what they read, and create original products that showcase their best efforts. Students will also learn to safely and efficiently navigate the Internet and, as good digital citizens, respect the work of others. Through group projects students will have the opportunity to share and collaborate with classmates.

This course is designed to meet the Common Core English Language Arts Standards and Literacy in History/Social Studies, Science and Technical Subjects Standards.

MATHEMATICS

Course Title: **Applied Construction Math 1**
Course Length: One Year (10 credits)
Grade Level: Grades 9-12

This entry level math course is the equivalent to Integrated Math 1. This college preparatory course meets the California Common Core State Standards and a-g requirements. Topics covered include functions, transformations, Modeling two variable data, sequences, systems of linear equations, congruence, coordinate geometry, and inequalities. Special attention will be paid to rigid transformations. Students should be prepared to apply these concepts next year in Integrated Mathematics 2. The hands-on course weaves building principles throughout the instructional sequence allowing students to see the tangible applications of the curriculum.

Course Title: **Applied Math Modeling**
Course Length: One Year (10 credits)
Grade Level: 10th Grade
Prerequisite: Completion of Integrate Math 1

This course supports key Math I standards and introduces key Math II. Designed for students who seek a better grasp of math concepts before enrolling in Math II, this course makes explicit connections between the Standards for Mathematical Practice and the Content Standards through performance tasks and project-based learning. Students will experience these standards through a science lens by experimenting with science content that applies to Algebra skills. The goal of the course is to solidify key Algebra 1 concepts through a variety of cross-curricular learning opportunities. Students will continue to develop an understanding of the Common Core Standards for Integrated Mathematics I while also gaining exposure to the Common Core Standards for Integrated Mathematics II. The main strands that will be addressed and that are critical to both levels of math include Functions, Geometry, Number and Quantity, Statistics, Algebra and Quadratics. Emphasis will be placed on approaching curriculum in new ways such that students have more access to the content. Through the use of technology, science applications, and hands-on projects there will be increased opportunities for explorations and application of content.

Course Title: **Applied Construction Math II**
Course Length: One Year (10 credits)
Grade Level: Grades 9-12
Prerequisite: A grade of "C" or higher in Math 1 or Applied Math Modeling

This course will provide construction examples and math lab exercises to illustrate geometry principles. This course is for students who have completed Integrated Math 1 with a "C" or higher and meets the California Common Core State Standards and a-g requirements. Students engage in the math standards while diving deeper into construction applications including CAD and BIM modeling. Students will be expected to apply what they know about transformations to form a better understanding of nonlinear functions and conic sections. Other important topics include: Reasoning, angles, right triangles, probability, trigonometry, factoring, proof, quadrilaterals, polygons, inequalities, functions, and geometric solids. Students will be prepared to apply these concepts next year in Integrated Mathematics 3.

SCIENCE

Course Title: **Getting to Zero Carbon I - Biological Science**
Course Length: One Year (10 credits)
Grade Level: Grades 9
Meets Life Science requirement for high school graduation

In this introductory course, students will begin by discovering key scientific principles that govern the natural world including the conservation of energy and matter, photosynthesis, cellular respiration, energy flow and transformation, carbon cycling, and more. Once students understand how the world naturally operates, they will begin investigating ways in which human systems have disrupted natural cycles, resulting in a dysregulated climate system. The investigation of climate change serves as the bridge between NGSS standards and the Energy, Environment, and Utilities sector content. To conclude the framework, students will explore the Energy, Environment, and Utilities sector as an opportunity to minimize human impact and restore natural cycles. To maintain NGSS as a central component of the entire course series, students will utilize the eight science and engineering practices through all parts of the framework.

PHYSICAL EDUCATION

Course Title:	Physical Education
Course Length:	One Year (10 credits)
Grade Level:	Grades 9-12
Prerequisite:	Required course for all high school students Required for high school diploma

The basis of the course is the development of a physically active lifestyle. Emphasis is given to consistent activity, health benefits, and skill improvement through goal setting. Students will be encouraged to find physical and mental health activities that are enjoyable to them. Finding enjoyable activities will help students sustain a healthy lifestyle. Students will be provided exposed to a wide range of activities to help in this exploration.

WORLD LANGUAGE

MANDARIN

Course Title:	Mandarin 1
Course Length:	One Year (10 credits)
Grade Level:	Grades 9-12
Prerequisite:	None

Mandarin I is an introductory-level course designed for students with limited exposure to Mandarin. Students will improve their pronunciation, character recognition, writing, and conversation skills.

The main focus of this course is listening, speaking, and Chinese character recognition. Students are expected to be able to conduct daily conversations. Students will type in Chinese on the computer. Learning strokes, order, and radicals are essential. Therefore, students will understand the development of Chinese characters. We will be celebrating Chinese culture and tradition all year long. This course will help students have a basic knowledge of the Chinese Language. Students could pursue higher learning goals such as Mandarin 2, Mandarin 3, and Mandarin 4. The course follows the California World Language Standard on Communication, Connection, and Culture.

By the end of the Mandarin 1 course, students can read and write a text of a minimum of 200 - 300 Chinese Characters. Carry basic daily life conversation; recite 10 Chinese Rhymes and Rhythm; understand the Chinese Culture, Festivals; connect with local and international Chinese Communities.

BUILDING TRADES

Course Title:	Introductory Craft Skills
Course Length:	One Year (10 credits)
Grade Level:	Grades 9-12
Prerequisite:	Required course for all high school students Required for high school diploma

This course is designed to provide classroom and hands-on experience in construction and construction-related occupations. The NCCER Core Curriculum is a foundation and prerequisite to all other Level 1 craft curriculum. Modules cover topics such as basic safety, communication skills and introduction to construction drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses. Upon successful completion of this course students will receive the OSHA 10 Hour Construction Industry Certification and NCCER Core Curriculum Certification amongst others.

Course Title:	Construction Technology
Course Length:	One Year (10 credits)
Grade Level:	Grades 10-12 or instructor approval
Prerequisite:	Passing grade in Introductory Craft Skills Required course for all high school students Required for high school diploma

This course has been developed to integrate skills and concepts from both the Introductory Craft Skills and the Applied Construction Math 1 courses. This course is the second in a pathway series, students must have completed the Introductory Craft Skills with a passing grade. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real world connections between construction, and math using construction documents that include creating construction drawings, detailed project plans, and student-centered construction assignments. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

The course will provide necessary course nomenclature and real-world situations with examples and questions that test student's knowledge for understanding. Students will be able to apply for a "Concentrator Certificate" issued by NCCER. At the end of the course, students will research and evaluate apprenticeship, employment and secondary schooling opportunities in the building trades, engineering, and utilities employment.

Construction techniques will span the greatest length of the school year to keep skills developing in safety, math, teamwork, understanding the nature of construction and building products. Through these units, multiple projects will be constructed, used, reprised, or given to those needing the products; for example - build a shed-- school could use it as a storage

facility.

ELECTIVES

Course Title: **ELA Bridge**
Course Length: One Semester (2.5 credits)
Grade Level: Grades 9-12
Prerequisite: No Prerequisite

The Academic Bridge class is an opportunity for students to build foundational skills in English language arts while they develop their independence in the general education classroom environment. In our classroom, students are expected to be and feel Safe, Responsible, and Respectful of themselves and others.

Course Title: **Math Bridge**
Course Length: One Semester (2.5 credits)
Grade Level: Grades 9-12
Prerequisite: No Prerequisite

The Academic Bridge class is an opportunity for students to build foundational skills in Math while they develop their independence in the general education classroom environment. In our classroom, students are expected to be and feel Safe, Responsible, and Respectful of themselves and others.

Course Title: **Innovation, Design and Implementation**
Course Length: One Semester (5 credits)
Grade Level: Grades 9-12
Prerequisite: None

This class will flip the student teacher relationship into a creator facilitator partnership. By the use of essential questions focused on what problem they want to solve, the courses will provide enough structure for students to stay focused on projects but not so restrictive that the learning becomes predictable and boring. The course will introduce an assessment regiment that will focus far more on process than product, truly embracing the concept that the road to success is lined with failures in turn giving a high priority to the development of grit and a growth mindset. Grit and growth mindset are absolutely essential qualities for successful designers and innovators. Along the way students will be on the road to mastering hands-on skills with hand and power tools in year one and then engaging with the wide array of technology making: CAD, 3D printing, laser cutters and CNC machinery.

Course Title: **Career Exploration 9**
Course Length: One Year (10 credits)
Grade Level: Grade 9
Prerequisite: Required course for all freshman students
Required for high school diploma

A central tenant to CCCA's instructional approach is the blending of authentic real world learning experiences within the confines of a high school. Career exploration 9 is a required graduation requirement that sets the foundation for all future career exploration and internships. It also provides an opportunity for students to begin their portfolio, develop an understanding of CCCA's five pillars, and set personal goals.

In the first semester. Students will spend half of the class learning organizational and time management skills while articulating short- and long-term personal goals. Students will answer the following questions: Who am I? What do I want? And how do I get there? The second half of the course in the first semester will bring different industry partners to campus on a weekly basis for students to engage in a hands-on activity that provides a high level overview of the various career opportunities that exist within the wide scope of the construction industry.

For the second half of the year students will begin their off-campus job shadows. These shadows will look significantly different depending on the industry partner students are paired with. Despite these differences, all students will spend time reflecting and exploring their interests in authentic ways.

Course Title: **Culture and Community**
Course Length: One Semester (5 credits)
Grade Level: Grades 9 - 12
Prerequisite: None

In this one semester course, students will develop and understanding of the Design Thinking Process. CCCA has partnered with a number of community-based organizations and community leaders who will actively participate in the class and share real world challenges facing North Sacramento. Through these guided discussions, research, and conversations students will work collaboratively to develop authentic solutions that support the community. Each unit will culminate with presentations to local decision makers.

Course Title: **Study Skills**
Course Length: One Semester (5 credits)
Grade Level: Grade 9-12
Prerequisite: None

This is a one semester course where students will build and exercise a variety of studying and organizational strategies to facilitate their success in all subject areas. Students will explore and practice different note taking approaches, learning styles, study strategies, and other critical academic skills that they can employ in all of their classes.

Students will be required to utilize the skills they are learning in Study Skills and apply them during class and in their independent work. Application of what is learned in Study Skills is required in English but also applicable to all other courses. This course can be repeated for credit.