

Sacramento Valley Charter School

Charter Renewal Petition

Submitted to Washington Unified School District

For the term July 1, 2019 through June 30, 2024

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## AFFIRMATIONS AND DECLARATION

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Sacramento Valley Charter School (“SVCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Sacramento Valley Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and made these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

## INTRODUCTION

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### **A. Background**

The families of the Washington Unified School District (“WUSD” or the “District”) and the Sacramento area deserve schools consistent with the best standards in education. This renewal petition describes the efforts of a group of concerned citizens to add to the fabric of our community through the establishment of a charter school.

The Sacramento Valley Charter School educated 105 children from Kindergarten through Sixth Grade in its inaugural year, 2011-12. In 2012-13 academic year, the Charter School expanded up to Grade 8 with 205 students. In its third year, SVCS enrolled 235 students. In its subsequent years, SVCS maintained enrollment as given below:

Year	Enrollment
2014-2015	212
2015-2016	239
2016-2017	194
2017-2018	235
2018-2019	250

Reinforcing cultural identity and pride is a powerful tool to promote learning in young students. The Sacramento Valley Charter School leverages the use of this learning tool.

The Sacramento Valley Charter School provides instruction in World Language Punjabi<sup>1</sup> that is one of the approved languages for California schools. It follows World Language Content Standards for California Public Schools and is aligned with Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) standards, and remaining state content standards (collectively referred to herein as “State Standards”). In the course of learning the Punjabi language, students develop respect for all cultures. Students are taught to embrace diversity, whether they be differences of race, ethnicity or religion<sup>2</sup>. By learning not to discriminate based on differences, the students are better prepared for a world that is diverse.

The Sacramento Valley Charter School benefits from grassroots support from educators, students and parents from all walks of life. The Charter School is physically located at one site within District boundaries in building space provided through a lease with the Sikh Temple of

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<sup>1</sup> Punjab is a geographic region that straddles the border between India and Pakistan. Punjabi is the language spoken by the majority of the residents of Punjab.

<sup>2</sup> Children will be specifically instructed to embrace differences in skin color, religious garb (turban, hijab, yarmulke, etc.)

Sacramento.<sup>3</sup> However, the Temple is not involved in the operation or administration of the Charter School.

The Sacramento Valley Charter School provides a sense of community, a familiar environment for learning and an education that challenges the minds of students.

The Sacramento Valley Charter School logo, featured on the front cover of the charter and on all of our marketing materials, was specifically designed to encapsulate the ideas behind, and vision for, the Charter School. The logo has four quadrants. The top left is an open book, signifying that in elementary school students learn to read, a foundational skill critical for student success. The circle around the book which states “Learn, Compete, Excel” is the Charter School’s motto, which conveys that learning will be followed by a sense of competition internally and externally, followed by learning how to excel in life. The top right is the Sacramento Tower Bridge, which signifies that the Charter School serves the local community of Sacramento and its surroundings, including West Sacramento. The bottom right quadrant is the electron structure of an atom, with the Latin symbols of energy and math, and with the first letter of the Punjabi alphabet. This signifies that the Charter School will start Punjabi from the first letter, like “A” in the English language. The electron structure and Latin symbols signify that the Charter School will emphasize learning math and science, as well as the languages of English and Punjabi. Finally, the bottom left quadrant is an oil lamp, which is equated with knowledge; knowledge dispels darkness in life; dispelling darkness means progress in life. Punjabi alphabet is structured on linguistics pattern. Therefore, all kids indirectly learn linguistics at an early age that helps in understanding place of articulation and manner of articulation. By drawing comparison and contrast with English language sound system, kids develop an advanced knowledge of how phonemic awareness is central to learn reading, writing, speaking and listening.

The opening date for SVCS was August 2011. The design team was formed composed of parents, educators and professional consultants. The initial founders identified a need in the community that area Punjabi students had declining scores as the children moved up in the grades from K-8.

Since opening, SVCS has never expelled a student, and no physical altercations have been reported. Student attendance rates are 96%. SVCS has a warm, family climate and exceptional community support to assist our students’ academic and behavioral success.

Our vision includes providing a familiar environment for learning, a sense of community, and better communication with parents. The Sacramento Valley Charter School provides an education which challenges the minds of students, increases self-worth and self-reliance to meet the challenges of the future.

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<sup>3</sup> 'Sikhs' are followers of 'Sikhism,' a religion founded in Punjab during the mid-15th Century. Sikhism is a monotheistic religion that rejects discrimination based on things such as race, sex, ethnicity, religion or caste. Sikh Temples are sanctuaries, open to all, regardless of ethnic, religious, racial, or regional background.

## B. Charter Renewal

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal. The data below clearly demonstrate increases in SVCS student achievement.

Additionally, the following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b)(4):

- The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Education Code Section 47607(b)(4))

SVCS California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	32%	38%	56.78%	62.5%
	Math	39%	30%	46.51%	58.04%
Asian	ELA	35%	40%	55.67%	60.83%
	Math	40%	34%	48.15%	58.54%
Economically Disadvantaged	ELA	N/A	30%	64.29%	57.31%
	Math	N/A	17%	36.66%	57.31%
English Learners	ELA	6%	24%	N/A	15.63%
	Math	26%	17%	N/A	22.86%

Comparison Schools That SVCS Students Would Otherwise Be Required to Attend:

School	Schoolwide Assessment	2015 Meet or Exceed	2016 Meet or Exceed	2017 Meet or Exceed	2018 Meet or Exceed
Anna Kirchgater (EGUSD)	ELA	23%	25%	27.25%	35.28%
	Math	26%	24%	24.8%	23.65%



Caroline Wenzel (SCUSD)	ELA	27%	22%	26.02%	21.26%
	Math	26%	25%	19.54%	15.91%
Charles E Mack (EGUSD)	ELA	25%	25%	30.59%	35.4%
	Math	15%	17%	19.24%	23.78%
Bannon Creek (NUSD)	ELA	16%	16%	18.18%	17.27%
	Math	17%	17%	11.26%	12.04%
Jefferson School (NUSD)	ELA	22%	15%	18.11%	23.07%
	Math	22%	21%	25.33%	29.08%

Comparison Schools That Are Demographically Similar in the District:

School	Schoolwide Assessment	2015	2016	2017	2018
		Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed
Riverbank	ELA	23%	24%	23.75%	26.27%
	Math	14%	15%	15.63%	16.04%
Southport	ELA	39%	54%	52.06%	59.74%
	Math	31%	42%	37.50%	40.45%

The EL population at Riverbank and the Socio-Economic population at Southport are most similar to the Charter School.

Comparison Schools That Are Demographically Similar in the Greater Sacramento Area:

School	Schoolwide Assessment	2015	2016	2017	2018
Yav Pem Suab Academy (SCUSD)	ELA	21%	29%	24.72%	43.91%
	Math	15%	17%	23.69%	38.01%
Language Academy of Sacramento (SCUSD)	ELA	27%	35%	38.51%	35.32%
	Math	24%	29%	30.74%	27.98%

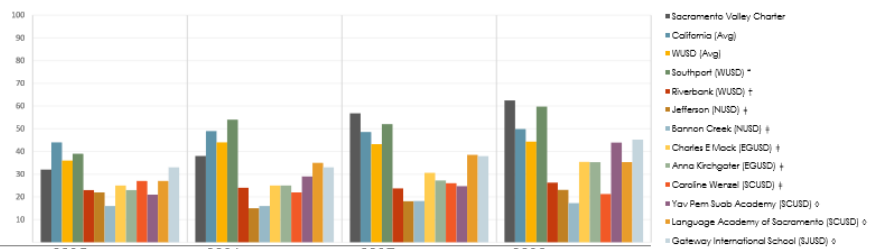
Gateway International School (SJUSD)	ELA	33%	33%	37.95%	45.21%
	Math	41%	43%	43.69%	44.64%

Each of the three schools listed above has significant racial and ethnic concentrations of Asian, Hispanic and Russian/Ukrainian students, respectively.

The comparative charts shown on this and the prior page are consolidated on the following two graphs.

CAASPP SCORES 2015-18

ELA - Standards Met or Exceeded



Schools	2015	2016	2017	2018
Sacramento Valley Charter	32.00	38.00	56.78	62.50
California (Avg)	44.00	49.00	48.56	49.88
WUSD (Avg)	36.00	44.00	43.24	44.32
Southport (WUSD) *	39.00	54.00	52.06	59.74
Riverbank (WUSD) †	23.00	24.00	23.75	26.27
Jefferson (NUSD) ‡	22.00	15.00	18.11	23.07
Bannon Creek (NUSD) ‡	16.00	16.00	18.18	17.27
Charles E Mack (EGUSD) ‡	25.00	25.00	30.59	35.40
Anna Kirchgater (EGUSD) ‡	23.00	25.00	27.25	35.28
Caroline Wenzel (SCUSD) ‡	27.00	22.00	26.02	21.26
Yav Parn Suab Academy (SCUSD) ◊	21.00	29.00	24.72	43.91
Language Academy of Sacramento (SCUSD) ◊	27.00	35.00	38.51	35.32
Gateway International School (SJUSD) ◊	33.00	33.00	37.95	45.21

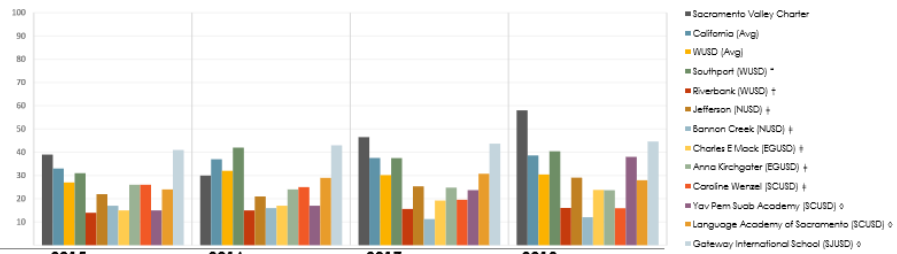
\* Similar Economically Disadvantaged %

† Similar EL Population %

‡ Home District Schools of SVCS Students

◊ Schools with Similar World Language Programs as SVCS

Math - Standards Met or Exceeded



Schools	2015	2016	2017	2018
Sacramento Valley Charter	39.00	30.00	46.51	58.04
California (Avg)	33.00	37.00	37.56	38.65
WUSD (Avg)	27.00	32.00	30.16	30.46
Southport (WUSD) *	31.00	42.00	37.50	40.45
Riverbank (WUSD) †	14.00	15.00	15.63	16.04
Jefferson (NUSD) ‡	22.00	21.00	25.33	29.08
Bannan Creek (NUSD) ‡	17.00	16.00	11.26	12.04
Charles E Mack (EGUSD) ‡	15.00	17.00	19.24	23.78
Anna Kirchgater (EGUSD) ‡	26.00	24.00	24.80	23.65
Caroline Wenzel (SCUSD) ‡	26.00	25.00	19.54	15.91
Yav Pem Suab Academy (SCUSD) ◊	15.00	17.00	23.69	38.01
Language Academy of Sacramento (SCUSD) ◊	24.00	29.00	30.74	27.98
Gateway International School (SJUSD) ◊	41.00	43.00	43.69	44.64

\* Similar Economically Disadvantaged %

† Similar EL Population %

‡ Home District Schools of SVCS Students

◊ Schools with Similar World Language Programs as SVCS

## Elementary School (K-6) and Middle School (7-8) Statewide Ranking

<b>Elementary School (K-6)</b>					
<b>Year</b>	<b>Avg Standard Score</b>	<b>Statewide Rank</b>	<b>Total# Ranked Elementary Schools</b>	<b>CA State Percentile</b>	<b>Rating</b>
2018	75.28	1343	5662	76.3	4/5
2017	66.01	1755	5692	69.2	3/5
2016	31.91	3614	5614	35.6	2/5
2015	41.61	2925	5611	47.9	2/5
<b>Middle School 7-8 Statewide Rank</b>					
<b>Year</b>	<b>Avg Standard Score</b>	<b>Statewide Rank</b>	<b>Total # Ranked Middle Schools</b>	<b>CA State Percentile</b>	<b>Rating</b>
2018	78.79	473	2480	80.9%	4/5
2017	69.38	688	2508	72.6%	4/5
2016	55.58	971	2497	61.1%	3/5
2015	62.96	796	2477	67.9%	3/5

(Source: Statewide Rank from Schooldigger.com)

## ELEMENT I. EDUCATIONAL PHILOSOPHY AND PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*- Education Code Section 47605(b)(5)(A)(i)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”*

*- Education Code Section 47605(b)(5)(A)(ii)*

### **A. Mission Statement**

Sacramento Valley Charter School will create an inspiring and challenging learning environment for our children and to promote a culture of strong social and family values.

### **B. Vision Statement**

Sacramento Valley Charter School is a charter school with strong community support and participation that provides a rigorous, standards-based curriculum and individualized support for all children. SVCS has a safe and compassionate learning environment that promotes love of learning among children while meeting their academic, social and emotional needs. SVCS has a highly professional staff that builds an uncompromising commitment to learn, compete and excel.

### **C. Target Population – Whom the Charter School Serves**

All K-8 students are welcome to attend SVCS, and the Charter School serves students from diverse backgrounds who live in the greater Sacramento Valley. The families who are attracted to SVCS share a common dream of a solid education for their children.

In 2018-19, 68 percent of SVCS’ students meet Free or Reduced-Price Meal (“FRPM”) eligibility requirements and 26.4 percent are English Learners, with a 74 percent unduplicated population. In 2017-18, SVCS’ unduplicated population was 76.2 percent as compared to the District-wide rate of 68.3 percent.

With charter renewal, SVCS will continue its efforts to meet the specific needs of two key demographic groups in West Sacramento and the greater Sacramento area: students from socioeconomically disadvantaged backgrounds and students who are learning English.

Families choose SVCS based upon location, the offering of the World Language Punjabi, and the focus on appreciation of cultural diversity, rigorous academics, and a welcoming climate. SVCS

attracts students from throughout the Yolo and Sacramento County areas; specifically, West Sacramento, Natomas, Antelope, and Elk Grove, as well as Roseville. Over the next term, SVCS anticipates stability with modest growth as follows (the chart is a projection only, and in no way limits further growth, in accordance with Education Code Section 47605(d)(2)(C)):

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
K	24	24	24	25	25
1	27	28	28	28	38
2	32	32	32	32	32
3	33	34	34	34	34
4	33	34	33	34	34
5	33	34	33	34	34
6	25	26	27	28	28
7	24	24	25	26	26
8	24	24	24	24	24
Totals	255	260	260	265	265

**D. How Learning Best Occurs**

In order for students to learn best, the SVCS curriculum focuses on rigor and relevance for all students. The instruction is currently based on the State Standards. SVCS provides each student with powerful and consistent learning experiences that are differentiated to meet individual student needs. Mentoring of each individual student by staff, volunteers, as well as fellow students at SVCS fosters positive learning experiences, further develops our community and diminishes the need for remediation. Developing student leaders is a priority at SVCS.

In order to ensure best teaching and learning practices, faculty is trained to design standards based instruction and align assessments to content standards. Teachers also design instruction that incorporates strategies detailed in *Creating Innovators: The Making of Young People Who Will Change the World*-by Harvard education expert Tony Wagner, and *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. SVCS provides professional development to all teachers to implement strategies of effective standards-based instruction as propagated by Marzano and others. Teachers also benefit from Beginning Teacher Induction from Washington Unified School District. In 2018-19, five teachers are enrolled in the program.

In “Classroom Instruction that Works,” nine broad strategies are identified that SVCS believes can assist its students to learn best:

### **1. Identifying Similarities and Differences**

In this strategy, SVCS provides students with explicit guidance in identifying similarities and differences to enhance students understanding of and ability to use knowledge. Students benefit from T Charts, statistical analysis beginning in kindergarten, all school scientific inquiry, compare/contrast essays, and Venn Diagrams.

### **2. Summarizing and Note-Taking**

Using this strategy, students learn to effectively analyze information at a fairly deep level in order to determine what information should be kept and summarized, what information should be substituted, and what information should be deleted. Students learn how to analyze and apply this knowledge in essays, outlines, and summary writing in response to fiction and nonfiction texts. Students learn note taking strategies from lectures.

### **3. Reinforcing Effort and Providing Recognition**

SVCS believes that learning best occurs when students understand the relationship between hard work and effort and achievement. Accordingly, SVCS provides praise and/or rewards for accomplishments of student goals. Students earn awards for perfect attendance, Principal Award for Student Leadership, Honor Roll Awards, Free Dress Days, and special field trips in recognition of academic achievement.

### **4. Homework and Practice**

SVCS ensures that learning opportunities for students to practice, review and apply knowledge are provided to enhance students’ ability to reach and exceed proficiency. Students read a minimum of thirty minutes a night documented by parents. Chapter books and award winning novels are assigned from grades two to eight to enhance critical thought and literary knowledge. Greek and Latin roots instruction is begun in fourth grade and memorization of advanced vocabulary is emphasized. Relevant Projects, rote memorization of math facts, spelling, and scientific inquiry is assigned to increase academic achievement. Parents are partners in homework and ensure students are independently learning at home reinforcing the knowledge gained in class and establishing that SVCS is an academic school with high standards and accountability for achievement comes through the cooperation among Principal, staff, parents, and the student. Every student from 4 through 8th has a planner signed off by parents weekly.

### **5. Nonlinguistic representation**

SVCS uses a variety of activities aimed at enhancing the student’s abilities to produce mental images that elaborate on knowledge. Students are trained in dance and international music to enrich cultural awareness. Students are on the SVCS Spirit Squad perform in

multicultural, and family events, and in the talent show. Students create PowerPoint presentations to enhance historical and scientific knowledge. Students create visual posters and plays to demonstrate an understanding of concepts.

## **6. Cooperative Learning**

Students have the opportunity to work together in formal and informal groupings, using a variety of criteria to group students, to enhance their learning. Elder students have reading and math buddies to help our younger students learn. Student leaders assist teachers with special art projects. Teachers group students to enhance level reading and math success. Punjabi speaking students recently emigrated from India are aided by fluent English speakers with both the development of English skills and academic concepts. Older students by example, show younger students acceptable behaviors socially and academically.

## **7. Setting Objectives and Providing Feedback**

Students at SVCS are provided with specific direction for learning and ongoing information as to how well they are performing related to goals set by the education staff at SVCS through a tougher grading scale (an A is earned above 92%), high standards, immediate follow up to under achievement, and constant professional collaboration. Teachers assess students daily, weekly and during the term and have parents sign off the students' progress. Grade 4-8 students have a planner in which parents sign off weekly. Expectations for academic and behavioral standards are communicated by example from older students, organization of daily routines within and out the classroom, printed National Standards "I Can" statements in every classroom, daily/weekly objectives written on the classroom board, clear expectations shared by every adult on site, parent handbook, individual teacher syllabus, phone calls, student/teacher/parent conference, or communication through emails. Teachers and Principal meet monthly to discuss individual child and class progress and curriculum challenges. Principal addresses all individual and collective learning and behavioral needs with daily classroom observations, teacher/parent emails of concern, student feedback, individual one-on-one assessments, modeling best teaching practices, and attention to assessment outcomes. Teachers get professional development to address learning needs of English learners, special education and emotionally disturbed students. Every educator at SVCS is responsible for every child's academic and behavioral success whether in his/her class or another's class. This collective attitude for the success of every child and accountability by each adult ensures that no child is left behind.

## **8. Generating and Testing Hypothesis**

SVCS teachers enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve the making and testing of hypothesis. Students have designed roller coasters, engaged in the all school scientific inquiry process for the Charter School Family Science Night, used pumpkin seeds for math, grew bean plants and charted growth, charted wind patterns, dropped objects from the school roof to



test gravity, and many other scientific and mathematical challenges to meet and exceed standards.

## 9. Question, Cues, and Advance Organizers

SVCS teachers enhance students' ability to retrieve, use, and organize what they already know about a topic by cuing students on the important components of instructional topics.

### Backward Design

SVCS teachers use Backward Design or Backward Mapping of content standards. In backward design teachers unpack content standards into smaller strands. One content standard may be covered in multiple grades, but each grade focuses on different sub-strands. Backward mapping of content standards also gives teachers ability to identify the sub-strands that students have not mastered. Backward Design is an instructional design method with a strong research base currently being implemented in educational reform efforts across the nation. The methodology of Backward Design was originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe. This method will continue to be viable when SVCS implements the CCSS and NGSS.

### Explicit Direct Instruction

SVCS teachers use Explicit Direct Instruction ("EDI") as described in "Explicit Direct Instruction. The Power of the Well-Crafted, Well-Taught Lesson" by John Hollingsworth and Silvia Ybarra. Hollingsworth and Ybarra, through their company, Data Works studied student achievement and drew conclusions as to which research-based strategies delivered the most effective lessons to students. EDI, as it is stated in their book, is "one-hundred years of educational research" combined into a "unique, easy-to-understand instructional model" by using defined essential instructional skills. EDI is "a strategic collection of instructional practices combined together to design and deliver well-crafted lessons that explicitly teach content, especially grade-level content to all students."

The EDI lesson design components are as follows:

1. **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It will match independent practice and must be clearly stated to students. SVCS teachers have the CCSS "I Can" statements laminated and hanging in each classroom. Teachers write the objectives on the board and make sure the students are aware of the objectives for the day or week.
2. **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge. SVCS Teachers are trained in Madeline Hunter's anticipatory sets and engage students with prior knowledge activities. Teachers spend the early weeks getting to know their students with exploratory introductory activities that show a child's interests, family and cultural background, and academic and behavioral challenges and strengths and meet prior to the school year to discuss incoming students with previous teachers. Teachers

meet parents at orientation before school begins. Teachers review student files to take note of academic, behavioral concerns and strengths to help students achieve and be successful. SVCS teachers have experience in other fields, are world travelers, and have experience of diverse cultures. Their life experiences benefit our students by having first-hand experience of diverse cultures, other careers in engineering, math and science, being published, or simply by being open to our students' life experiences and stories. Students often share their culture with teachers and kids from other cultures.

3. **Concept Development:** Teaching students the concepts contained in the Learning Objective. Teachers have document cameras, projectors, Chromebooks, computers, primary and secondary resources, recently published textbooks and enrichment resources, a sound knowledge of the subject matter, and knowledge of not only Direct, but Socratic, Call and Response, and Interactive Lecture methods.
4. **Skill Development:** It is achieved by teaching students the steps or processes used to execute the skills in the Learning Objective. Teaching students how to do it. Teachers are aware of brain development and kinesthetic development in students and if a student cannot perform despite repeated attempts, the skill is revisited later in the year for student success. Teachers attended a brain development training to understand how the brain works.
5. **Guided Practice:** working problems *with* students at the same time, step-by-step, while checking that they execute each step correctly. This method is used particularly in mathematics with document cameras by the teachers who go step by step. Students also read orally with assigned roles to hear English spoken and have the opportunity to discuss critical thought with guidance from the teacher.
6. **Lesson Closure:** Having students work problem or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves. SVCS teachers use many methods to check for understanding, including but not limited to: pop quizzes; call and response; and line up and tell me one fact you learned and then you can leave.
7. **Independent Practice:** Having students successfully practice exactly what they were just taught. SVCS has a homework policy published in the Family Handbook (attached as Appendix A) and distributed to families and on the Charter School website.

SVCS also believes that the lesson delivery strategies incorporated within EDI ensures that students learn best, including:

1. **Checking for Understanding:** Continually verifying that students are learning while they are being taught.

To do so, SVCS teachers will use the TAPPLE method:

- a. Teach First
- b. Ask a Question

- c. **Pause**
- d. **Pick a non-volunteer**
- e. **Listen to the Response**
- f. **Effective Feedback.**

SVCS uses student whiteboards (write on wipe off) held up by students to check for understanding of the class all at once (students holding these over their heads).

2. **Explaining:** Teaching by telling.
3. **Modeling:** Teaching using think-alouds to reveal to students the strategic thinking required to solve a problem.
4. **Demonstrating:** Teaching using physical objects to clarify the content and to support kinesthetic learning. Teachers use objects to help English Learners.

### Differentiated Instruction

All students' learning needs are met through differentiated instructional ("DI") strategies. By using DI, teachers modify learning to suit different learning styles of students. It is a process to teaching and learning for students of differing abilities in the same class. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

To implement DI, a teacher gives students options of learning a concept in a variety of ways. For example some student may like to write a paper while another may like to work on an art project. At the same time some student may like to work individually while two other students may like to collaborate with each other. Offering students a variety and choice in their work motivates students to learning by making them partners in their own learning. SVCS also looks for weaknesses in a student's style of learning and helps a solitary student learn to work in a group, a verbal student to work individually, a child weak in writing to read more, and a student weak in drawing or technology to practice these skills.

### Multi-Sensory Approach

Teachers also use multi-sensory approach to address the different learning styles of all students. Howard Gardner (1991) has identified multiple intelligences among different individuals. According to Gardener's theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences - and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

To address the different predominant intelligences or learning styles of students, teachers use maximum variety of approaches to teach their subjects. Teachers use creative teaching and

learning techniques that address different learning styles and make learning interesting. The variety of learning techniques used by teachers actively engage students in their learning. SVCS teachers collaborate and bring their strengths to the whole student population. From our current staff, there are teachers who are trained in art, theater, pixel art and tap dance, and two bring creative ideas in science to enhance the knowledge and creative ways to teach with their peers. SVCS teachers are constantly seeking new and creative ways to engage our students.

#### **E. What it Means to be an Educated Person in the 21<sup>st</sup> Century**

Sacramento Valley Charter School provides its students an educational experience that prepares them for high school, college, leadership and life. The Charter School enables students to become self-motivated, competent, lifelong learners who are prepared for the challenges of the 21<sup>st</sup> Century. Sacramento Valley Charter School believes that an “educated person in the 21<sup>st</sup> century” will have following skills:

- To think creatively and to have problem solving skills
- To be able to set short and long term goals
- To be capable of using technology as a tool in the pursuit of continued learning
- To be good communicators
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity and honesty
- To be able to work with individuals of various backgrounds
- To be able to think critically, analytically, creatively, and logically
- To appreciate healthy lifestyle and dietary habits
- To be proficient in more than one language.

#### **F. Instructional Program and Curriculum**

The Charter School has adopted and implemented Common Core State Standards in English Language Arts and Mathematics. It is evidenced from CAASPP tests data in the past years. SVCS is currently in the process of implementing the History and Social Science State standards as well as the Next Generation Science Standards, K-8. Ongoing intensive professional development is being provided to all teachers to align their instruction and assessments. Teachers also “chunk” content standards to ensure standards mastery by all students. Teachers are conversant with the skills that students are expected to learn at each grade level in all core subjects. SVCS teachers collaborate in Professional Learning Communities with other grade levels to ensure no gaps occur in teaching and learning and that content standards are covered in increasing depth and breadth.

SVCS instruction and assessment are aligned to State Standards. Teachers give formative and summative assessments based on CCSS and NGSS. The Principal meets to discuss before school starts, the teacher’s plan for teaching and learning and organizing and procuring resources to be used and study the needs of that particular group of students. Teachers prepare pacing guides to ensure that they cover standard in a timely, logical, and sequential manner. Attached as Appendix B is a sample pacing guide. Many content standards are covered at more than one grade level in a spiral manner, and teachers cover them in increased depth in higher grades. Curriculum is adapted

yearly to address the needs of the assigned group of students. Teachers share strategies and talents with each other to enrich the individual class and whole school programs. The Principal and teachers continually enlist student and parent feedback to ensure that the curriculum is relevant and rigorous for our students.

SVCS has implemented an accelerated grammar program schoolwide. A very experienced and qualified coach was hired to train teachers about underlying rules of language and writing. In order to further strengthen reading and writing, SVCS acquired a writing program for grade K through 8. *Units Study Writing Grade K-8* by Lucy Calkins, Heinemann Publishers. Professional development is being provided from time to time to enable teachers for conducting writing workshops in their classrooms.

SVCS has instructional methods and assessment tables for all core subjects and each grade level at the school site; these materials are available by request at any time. Some sample instructional and assessment strategies to implement CCSS writing standards are given in the chart below.

Grade: Kindergarten	
CCSS Writing Standards	Instruction and Assessments
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><u>Assessment Outcomes</u></p> <p>Teacher-Made Tests and Quizzes</p> <p>Measurement using a variety of intelligences</p> <p>Observation Checklists: Records of evidence on skills, criteria, and behaviors</p> <p>Performance Tasks and Rubrics: Measures standards, application, and transfer</p> <p><u>Instructional Activities</u></p> <p>Students use pictures and print to convey meaning. They realize that ideas and thoughts are communicated in symbols. Students learn to form letters and show increasing knowledge of letters, sounds, and patterns. They copy signs, labels, names, and words in environmental print. They draft simple sentences, often with the same</p>

	structure repeated within a piece or used in several pieces. As they choose to write for their own satisfaction, much of their writing will be about themselves, their families, pets, and friends.
<p style="text-align: center;">THIRD GRADE</p> <p style="text-align: center;">Language Arts</p>	
<p style="text-align: center;">CCSS Writing Standards</p>	<p style="text-align: center;">Instruction and Assessment</p>
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p><u>Assessment Outcomes</u></p> <p>Teacher-Made Tests and Quizzes</p> <p>Measurement using a variety of intelligences</p> <p>Observation Checklists: Records of evidence on skills, criteria, and behaviors</p> <p>Performance Tasks and Rubrics: Measures standards, application, and transfer</p> <p>Learning Logs and Journals: Measures student growth and thought process to attaining an “answer”</p> <p>Graphic Organizers: Measures knowledge and synthesis of core ideas and content</p> <p>Metacognitive Reflection: Measures motivation, competence, and lifelong learner characteristics</p> <p>-Interviews and Conferences: Measures growth towards outcomes</p> <p>Portfolios: Measures process, product, and growth</p>

	<p>Multiple Intelligences: Provides evidence of student diversity, individualism, and creativity</p> <p><u>Instructional Activities</u></p> <p>Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., tables of contents, chapters). Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing</p>
SIXTH GRADE	
CCSS Writing Standards	Instruction and Assessment
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement;</p>	<p><u>Assessment</u></p> <p>Teacher-Made Tests and Quizzes</p> <p>Measurement using a variety of intelligences</p> <p>Observation Checklists: Records of evidence on skills, criteria, and behaviors</p> <p>Performance Tasks and Rubrics: Measures standards, application, and transfer</p>

<p>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Learning Logs and Journals: Measures student growth and thought process to attaining an “answer”</p> <p>Graphic Organizers: Measures knowledge and synthesis of core ideas and content</p> <p>Metacognitive Reflection: Measures motivation, competence, and lifelong learner characteristics</p> <p>-Interviews and Conferences: Measures growth towards outcomes</p> <p>Portfolios: Measures process, product, and growth</p> <p>Multiple Intelligences: Provides evidence of student diversity, individualism, and creativity</p> <p><u>Instructional Activities</u></p> <p>Students approach writing with purpose and maintain their focus. They use form, content, technique, and conventions flexibly to meet their own purposes or assignment requirements. Competence is evident in skills of paragraphing, summarizing, and synthesizing in exposition, persuasion, and content-area writing, whereas fiction writing reflects an awareness of its role to entertain, explore human relationships, and persuade. Students work toward precision in spelling in all writing and evaluate honestly both their own work and the work of others, making a concerted effort to improve weak traits. Students consider writing to be an important and effective tool for furthering their own learning.</p>
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Students also are required to take instruction in the Punjabi language. Research shows that students master a foreign language if they start learning in elementary grades. At present most of the children in Punjabi families learn conversational Punjabi from their parents, but they do not become proficient in reading and writing, and they do not develop academic vocabulary at home. The Charter School fulfills their need to developing the academic side of the language for students who speak Punjabi in the home in addition to teaching conversational and academic Punjabi to students without exposure to the Punjabi language in the home.

SVCS adopted the following instructional materials for all grades:

- (a) *Go Math* Common Core Edition. (Houghton, Mifflin, Harcourt) Includes digital and consumable, plus manipulatives.
- (b) Online: Study Island (Edmentum)
- (c) *California Science* (Scott Foresman/Pearson) Includes digital resources, leveled readers, and hardcopy and consumables. Adapted to NGSS standards. Engineering design and scientific practices included in all units.
- (d) *California History-Social Science, My World Interactive* (Pearson). Includes digital resources, leveled readers, and hardcopy and consumables. In addition to this text, we use WebQuests and other activity based resources. Each unit has cross curriculum component for research, writing, reading and use of technology. Field trip to Maidu Indian museum and other local historical sites are also included. Online: Study Island (Edmentum)
- (e) *California Excursions* (Harcourt) This is a comprehensive basal reading program that includes reading, writing, grammar, vocabulary and spelling patterns all in accordance to standards.
- (f) *Ready Common Core* (Curriculum Associates) Explicit reading instruction matched with common core standards
- (g) Lucy Calkins-*Units of Study in Opinion, Information and Narrative Writing* (Heinemann) Online resources: *Read Theory, Read Works*, Study Island (Edmentum) Common-core-academic-vocabulary-ela-k-12.pdf (Partners for Learning, Inc.)
- (h) Novels: *My Father's Dragon, The Lemonade War, Charlotte's Web, James and the Giant Peach, Frindle, The BFG*

#### **G. School Calendar and Bell Schedule**

Sacramento Valley Charter School's calendar has 180 instructional days for the 2018-19 school year. The calendar is attached as Appendix C. The Charter School's Bell Schedule is attached as Appendix D, which demonstrates that the Charter meets the minimum annual instructional minutes required by Education Code Section 47612.5.

#### **H. Annual Goals and Actions in the State Priorities - LCAP**

##### **Local Control and Accountability Plan ("LCAP")**

The Charter School has provided a reasonably comprehensive description of its goals and actions, schoolwide and for all numerically significant pupil subgroups, in the State Priorities, in accordance with Education Code Section 47605(b)(5)(A)(ii) in Element 2 of this charter petition.

Pursuant to Education Code Section 47606.5, each year, the Charter School will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to its authorizer and the Yolo County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. Attached as Appendix E, please find the 2018-19 LCAP.

## **I. Plan for Serving Academically Low-Achieving Students**

Sacramento Valley Charter School maintains a culture of high expectations for all students and promotes success for all. The Charter School believes that all students can achieve high standards, regardless of their strengths, weaknesses, and life experiences, and, therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks are provided additional interventions beyond the regular school day. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Students are identified for interventions based on the following assessments/performances:

- Letter grades given by teachers. Students below the “C” average grade are considered for interventions
- Progress reports sent home by teachers
- Fall CAASPP Interim Testing
- ELPAC Initial and Summative Assessments
- Student scores on Smarter-Balanced Tests
- Formative and summative assessments given by classroom teachers
- Student Request
- Parent Request

Anyone who has a concern for a student can refer that student to the Principal, who meets with the involved student, parents, teachers and instructional support staff to implement a student success plan. Notwithstanding the plan for referring any “concerning student” to the Charter School principal, that such a plan or resulting Student Success Team (“SST”) should not circumvent or be used in lieu of a referral for evaluation under the IDEA.

The personalized support system for students who need help in academics and social skills will be provided through a Student Success Team. A student who is facing academic or social challenges will be referred to the SST by the parent, the teacher, or an administrator. The SST will have a comprehensive discussion on the issues being faced by the student. The team will discuss students’ strong areas, learning style, and identify what kind of support can be provided to the student. The follow up meetings will be held to review the progress made by the student.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops the Multi-Tiered System of Support (MTSS) which identifies strategies and organizational resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST/MTSS, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past.

The Charter School's 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST/MTSS plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education testing or Section 504 assessment might be deemed necessary by the SST.

In addition to systemic interventions designed for individual students, teachers will be provided ongoing professional development that enables them to use differentiated instruction and backward mapping, address different learning styles, re-teach concepts using different techniques. These instructional strategies will help teachers to meet needs of all students.

#### **J. Plan for Serving Academically High-Achieving Students**

SVCS provides growth/enrichment opportunities for students who demonstrate an ability to achieve beyond their grade level as determined by a range of formal and informal assessments (such as Smarter Balanced interim assessments, in-class performance, etc.). The Charter School is committed to providing high achieving students with opportunities to study the curriculum in more depth and inculcate in them higher order thinking skills. Teachers will use differentiated instruction strategies to provide challenging assignments to advanced level students to bring out the originality in them.

SVCS encourages high achieving students to become school leaders in student government, tutoring younger students, running school events like bake sales, emceeding school events, becoming school ambassadors for school tours, entering the talent show, representing SVCS in outside events like fundraisers and TV or radio interviews. High achieving students also compete in the Spelling Bee, and work with the Principal to form other activities to engage all their peers in the SVCS community.

Flexible academic groupings within and out of the classroom, along with the after-school enrichment opportunities like puzzle club and spirit squad, are designed and implemented to fully serve high achieving students as well as students working toward academic, behavioral success. SVCS teachers provide a qualitatively differentiated curriculum that stress higher order thinking, concept learning, and cross-curricular study according to the academic content standards to prepare for CCSS testing, higher education learning, to promote brain development, and to engage learners of all levels.

### Research Projects

Research projects provide students opportunities to independently study topics of their interest that are closely linked to an area of study in which rest of the class is participating. The teacher provides guidelines and resources for such projects. Students work on projects for Family STEM/Science Night, Family Math Night, Multicultural fair, class presentations. The teacher also gives the students the rubric for the assessment of such projects. Every student has access to a Chromebook in the classroom.

### Small Group Projects

Teachers can arrange for a group of high-achieving, self-directed students to work together exploring a topic. Students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student specializes in one area of expertise. The teacher allows these high-achieving students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher schedules a time this group will present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among high achieving students also raise expectations for all students.

### Independent Projects

The teacher allows a student to research a topic based on his or her own inquiry or based on the curriculum in the classroom. The teacher encourages the student to using resources at home, in the library and in the classroom. The independent project can be completed in the form of a report written by the student, a PowerPoint presentation, or a poster showcasing the knowledge gained.

## **K. Plan for Serving English Learners**

### **Overview**

SVCS meets all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

The Charter School administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–8 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in five grade spans—K, 1, 2, 3–5, and 6–8. In kindergarten and grade 1, all domains are administered individually. In grades 2–8, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language

is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the 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 curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

All teachers who teach ELs have Cross-cultural Language and Academic Development (“CLAD”) certification, and they are proficient in using Specially Designed Academic Instruction in English. The ongoing professional development of teachers will include instructional strategies that are effective in teaching ELs.

Teachers who teach EL students will use Rigby Literacy program to teach and monitor English language acquisition for EL students. Teachers will consistently follow the instructional strategies listed below, in addition to others as the need arises, to ensure equal access to the curriculum for ELs:

- Differentiated instruction (described above);
- Cooperative learning (described above);
- Academic language acquisition by using strategies like frontloading content vocabulary, and using context clues;
- Total physical response (“TPR”) approach.  
As developed by James Asher, TPR is a language learning method based on the coordination of speech and action.
- First language (L1) support;
- Graphic organizers like Venn diagrams and other tabulated diagrams.
- Intensive daily small group tutoring with decodables, picture flashcards, Dolce flashcards.
- Lower grade placement in language arts classes
- English in a Flash, Reading Eggs and Study Island are used in the classroom while the ESL Library and ESL Program are used on a pull out basis.
- Mainstreaming to benefit from English spoken by peers, support for concepts attainment.

### **Monitoring and Evaluation of Program Effectiveness**

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

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

### **L. Plan for Serving Students with Disabilities**

#### **Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be categorized for the purposes of serving students with disabilities as a public school of the District in accordance with Education Code Section 47641(b). The District shall be responsible for ensuring that all eligible students are appropriately served.

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

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

If necessary, an MOU between the District and the Charter School will be developed and approved to further clarify the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protection under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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



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

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

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

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

The Charter School is solely responsible, at its own expense, for compliance with Section 504 with respect to eligible students.

### **Services for Students under the “IDEA”**

The Charter School intends to provide special education instruction and related services in accordance with the IDEA. Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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. Section 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. The Charter School will follow the District

and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions 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) and as required by Education Code Section 47646(c), the Charter School shall continue to contribute an equitable share of its Local Control Funding Formula revenue to support District-wide special education instruction and services including but not limited to special education instruction and services for pupils with disabilities enrolled in SVCS.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

### Staffing

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

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and

employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

#### Identification and Referral

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

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

#### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District’s general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

### IEP Meetings

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

### IEP Development

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

The Charter School shall promptly (in accordance with District expectations) notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. To the extent the request is made by parent verbally, the Charter School will assist parents in putting their request in writing.

### IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of

this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

#### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

### Non-discrimination

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

### Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District. The District shall represent the needs of the Charter School, like other schools within the District, in the SELPA governance structure.

### Funding Contribution to District for Special Education

#### *Retention of Special Education Funds by the District*

The District shall receive and retain all applicable special education funding allocated for Charter School students through the Yolo County SELPA's Assembly Bill (AB) 602 Funding Allocation Plan. The allocation per ADA for the Charter School students will be the same as that received by the District. The District shall be responsible for all costs related to the service of the Charter School students in the same manner as it is responsible for the cost of serving other students of the District. The District shall be entitled to count Charter School students as its own for all such purposes.

#### *Retention of ADA Funds by the District for Non-Public Placements*

The District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

#### *Contribution to Encroachment*

The Charter School shall owe the District a pro-rata share of the District's unfunded special education costs ("encroachment"). The District shall calculate the Charter School's pro-rata share of the District-wide encroachment for that year as the total unfunded special education costs of the District (including those costs attributable to the Charter School) divided by the total number of District ADA at P2 (including Charter School students) and multiplied by the total number of Charter School ADA at P2. Charter School ADA shall include all students, regardless of home district.

Each fiscal year, the District shall invoice the Charter School in two installments for the Charter

School's pro-rata share of the encroachment. The first installment shall be invoiced in January an interim billing covering July – December encroachment costs and allocated based on prior year P2 ADA with adjustments for identified, significant differences. The August invoice shall be a reconciliation of the current fiscal year actual encroachment costs allocated based on current year P2 ADA and reduced by the interim billing.

#### *Out of District Residents*

The District shall be responsible for procuring and funding appropriate special education services, even though the student may live within another district in Yolo County or another county within California. When a the Charter School student lives outside the boundaries of the District, the school district in which the child lives shall have no responsibility to provide services or pay excess cost.

#### *Special Education Payment to the Charter School*

If agreed upon in writing by the Charter School and the District, the Charter School can be utilized to provide special education services and will be reimbursed by the District for any special education services it provides.

### **M. Typical Day in the Life of a Sacramento Valley Charter School Student**

The following narrative is meant to describe a typical day for Sacramento Valley Charter School students.

The majority of students are transported by buses and school vans from West Sacramento, Natomas, Antelope, Roseville and Elk Grove. Some students are dropped by their parents, or if they live close to the Charter School, walk to school.

Each morning as students arrive at school, they are greeted by the Principal, teachers and staff. Students line up in the play area for a morning assembly at 8:25 A.M. The Principal makes important announcements and informs students about school-wide reading and writing goals and assessments. Two students from each class make a presentation before the whole school on topics including current events, news and new discoveries. Before conclusion of the morning assembly, a salute to American Flag with Pledge of Allegiance is taken by all students and teachers. Immediately after the assembly at 8:36 AM, teachers walk students to their classrooms and instruction promptly begins in English Language Arts, social studies, math and science. Attending Punjabi class at least forty minutes a day, students learn speaking, reading and writing in such a way that they also learn comparative grammar of English and Punjabi, translation, mathematical concepts, art and hands on skills. Every child in grades K-8 are on the Chromebooks at least two-three hours weekly for typing skills, English and math enrichment, research projects, writing, and PowerPoint creations. PE is scheduled in the afternoon. In addition to PE at school, all students get PE training in Bryte Park every Friday under specially hired coaches. Teachers use “English in a Flash” program for English learners. Students also receive specialized support in ELD when they are pulled from Punjabi class two or three days per week as per the pressing need. SVCS is developing formal music and art classes once space becomes available. Until then, the arts are incorporated into classroom daily instruction. In addition, students participate in field trips in and around Sacramento area, Jackson Goldmine, a three-day long Outdoor Science Education



program, trips to the Redwoods, Apple Hill, nature walks, farms, museums, and gold panning in Grass Valley. Students also engage in the larger community with clothing drives, a KCRA Can Food Drive, Pennies for Patients, Socks and Gloves drives for homeless population, anti-bullying poster making, painting Pots for Peace, and competing in the National Spelling Bee.

SVCS enjoys a high attendance rate but if a student needs to miss a school day because of sickness or any other family reason, the family informs the Charter School about the absence. If a student does not show up at school, and an absence request is not received from the parent or guardian, the office staff calls home to inquire the well-being of the student.

All teachers and staff members enjoy close relationships with their students and know their student as a whole child. Teachers and staff build good rapport with parents and the community with constant communication through Class Dojo, Bloomz, Facebook, Schoolwise, [www.sacvalleycharter.org](http://www.sacvalleycharter.org), weekly backpack notes, Parent Newsletters, school response within 24 hours to calls or emails, teacher email updates. The close relationship among staff and students give students a sense of belonging, and they consider the Charter School a safe harbor. Parents tutor, support teachers directly with supplies or needed enrichment, help in the classroom, and chaperone on field trips.

During a typical day, K-1<sup>st</sup>, students have a morning recess of 20 minutes, grade 2<sup>nd</sup>-5<sup>th</sup>, a recess of 15 minutes, lunch break for 45 minutes. Middle School students get a 45-minute lunch break. All students are provided with a free, vegetarian lunch by the Charter School or students bring lunch from home. Every meal has fresh vegetables and fruit served with it. Milk and water is served also. As a treat, students get popsicles on spirit days on the last Friday of the month. As a commitment to limiting sweets, once a month the classes celebrate all birthdays with treats from home supplied by parents.

Regular parent-teacher meetings are scheduled in October for all students in which the teacher will share the student's academic progress with the parent and student and discuss individual needs of the student. Struggling students' parents are called to conference no later than the third week of September to address needs and concerns. Parents' input in their children's education is respected by the teachers and the Charter School administration. This support and partnership with parents reinforces SVCS is an academic institution and every person is accountable in this endeavor. Students not performing well are identified monthly and if unable to improve, meet with the parent, teacher and principal to devise a plan for improvement.

After school hours, during breaks, and before school, students are provided remediation help and enrichment instruction. SVCS has a full time English Learner support tutor, and a full-time academic intervention assistant in math to address early remediation and yearlong support to underachieving students. Students are encouraged to participate in academic competitions like Family Science/Stem Night, Multicultural fair and Spelling Bee at school and regional levels. Students receive coaching to prepare for these contests during and after school hours.



ELEMENTS II. AND III. MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

*“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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”*

*- Education Code Section 47605(b)(5)(B)*

*And*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”*

*- Education Code Section 47605(b)(5)(C)*

The Charter School meets all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(b)(5)(C). The Charter School has developed and provides annual updates to its LCAP, which addresses the State’s priorities.

<b>CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES</b>
<p>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).</p> <p><b><u>Local Control and Accountability Plan</u></b></p> <p>In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p>

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**STATE PRIORITY #1— BASIC SERVICES**  
*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

**SUBPRIORITY A – TEACHERS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All teachers need to be credentialed and appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be placed in credentialed area of expertise, according to the Commission on Teacher Credentialing. Principal will review resumes, CTC website, and interview teachers on any changes since initial employment.
<b>MEASURABLE OUTCOME</b>	Instruction performed by credentialed teachers.
<b>METHODS OF MEASUREMENT</b>	The credential is documented in each teacher’s personnel file. Authorizer and independent auditors perform reviews personnel files annually.

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All pupils will have sufficient access to standards-aligned instructional materials.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS has adopted and implemented CCSS-aligned curriculum for math, English language arts, Social Studies and Science.
<b>MEASURABLE OUTCOME</b>	Students are taught using instructional materials aligned with CCSS.
<b>METHODS OF MEASUREMENT</b>	Purchase and use of CCSS-aligned instructional materials. Favorable SBAC and CAST results indicate student knowledge and application of grade-level CCSS and NGSS content.

**SUBPRIORITY C – FACILITIES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	School facilities will be well kept and well maintained.
<b>ACTIONS TO ACHIEVE GOAL</b>	School facilities kept clean with custodial services at least twice per week and the landlord provides immediate response for maintenance concerns or needed repairs.
<b>MEASURABLE OUTCOME</b>	SVCS facilities are a suitable learning and working environment.
<b>METHODS OF MEASUREMENT</b>	Funds are spent on custodial services to provide clean facilities. Repairs and maintenance are completed routinely and on an “as needed” basis by the landlord.

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**  
*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

**SUBPRIORITY A – CCSS IMPLEMENTATION**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS has implemented the Common Core State Standards in math, English language arts, Social Studies and Science.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS provides CCSS-based instruction to all students. SVCS provides differentiated professional development focused on effective instructional practices aligned to CCSS and ELD. SVCS uses interim and summative assessments aligned with CCSS.
<b>MEASURABLE OUTCOME</b>	2% improvement in scores each year until 65% of SBAC and California Science Test (CAST) results are meet or exceed
<b>METHODS OF MEASUREMENT</b>	Funds spent on CCSS and NGSS instructional materials. Interim and Summative assessments as well as annual SBAC/CAST results.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All necessary support will be provided to EL students to gain academic content knowledge.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream Provide EL students with opportunities to catch up with mainstream students' background knowledge EL students read authentic texts, not simplified or contrived text EL students learn how to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, and co-curricular experiences. EL students learn technical vocabulary Classroom teacher assigns the core/essential concepts related to the specific content for the EL teacher to teach to the EL. The teachers may go below the student's actual grade level content-area reading materials based on that student's English proficiency
<b>MEASURABLE OUTCOME</b>	75% of EL students advance one or more levels of proficiency per school year
<b>METHODS OF MEASUREMENT</b>	ELPAC results demonstrate student met or exceeded goal.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Appropriate and necessary support will be provided to EL students to gain proficiency in the English language.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS will provide a pull-out one on one and small group tutoring program for beginner English learners during time assigned for World Language Punjabi SVCS will identify English learners and their needs through the Home Language Survey and the English Language Proficiency Assessment for California. The identified needs of English learners for English language proficiency will be met through instructional strategies including but not limited to: CLAD certified teachers, English Language Development, Specially Designed Academic Instruction in English, self-paced instructional software at the level of educational need, peer and/or cross-age partnering, differentiated instruction, and other accommodations as needed.

	SVCS will track annual ELPAC results and provide data for each teacher for EL students in their classrooms.
<b>MEASURABLE OUTCOME</b>	75% of EL students achieve one or more levels of proficiency per school year
<b>METHODS OF MEASUREMENT</b>	Annual ELPAC results
<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT</b>	
<p>A. <i>Parental involvement and family engagement, including efforts SVCS makes to seek parent input in making decisions for SVCS, and including how SVCS will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i></p> <p>B. <i>Family engagement may include, but need not be limited to: efforts to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access; families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation.</i></p>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the Charter School, parents, and the community to improve student academic achievement.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS will provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions for the Charter School. SVCS will provide each parent an individual student report about the performance of their child on the CCSS and ELPAC, when applicable. SVCS will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school.
<b>MEASURABLE OUTCOME</b>	At least three family events per school year; 50% attend at least one family event, and 95% participation in parent/teacher conferences.
<b>METHODS OF MEASUREMENT</b>	At least 70% of satisfaction surveys returned to the school. Scheduled and held family events per year. Scheduled and held parent/teacher conferences.
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Parents are encouraged to be involved with and informed about their child’s education
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS staff communicate through emails, phone calls, backpack notes, social media and conferences. Student planners are signed weekly by parents so that they see their child’s progress. Parents volunteer to tutor, chaperone on field trips, be a classroom aide, and voluntarily donate supplies to individual classrooms.

	SVCS will ensure that information related to the Charter School and parent-programs, meetings, and other activities is sent to parents of participating children timely and in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
<b>MEASURABLE OUTCOME</b>	At least three family events per school year; 50% attend at least one family event, and 95% participation in parent/teacher conferences.
<b>METHODS OF MEASUREMENT</b>	At least 70% of satisfaction surveys returned to the school. Scheduled and held family events per year. Scheduled and held parent/teacher conferences.
<b>SUBPRIORITY C – FAMILY ENGAGEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will provide opportunities for families to engage with the school and staff outside of the regular school day to promote a greater sense of involvement and community. SVCS will encourage the PTO to offer family events and activities.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS will conduct at least three events per school year for the entire family – meet and greet, science night or math (STEM) night, Multicultural Fair, Field Day and open house. SVCS will have regular communication with the PTO leadership regarding its planned events and activities for family engagement.
<b>MEASURABLE OUTCOME</b>	At least three family events per school year and 50% attend at least one family event.
<b>METHODS OF MEASUREMENT</b>	At least 70% of satisfaction surveys returned to the school. Scheduled and held family events per year.
<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li><i>A. California Assessment of Student Performance and Progress statewide assessment</i></li> <li><i>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></li> <li><i>C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California</i></li> <li><i>D. EL reclassification rate</i></li> <li><i>E. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></li> <li><i>F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></li> </ul>	
<b>SUBPRIORITY A – CAASPP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	65% of students at every applicable grade level, including all student subgroups, score at meet or exceed on the California Assessment of Student Performance and Progress in the area of English Language Arts/Literacy, Mathematics and CAST in Science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS-aligned instructional materials and practice testing for familiarity with format and content.
<b>MEASURABLE OUTCOME</b>	2% improvement in scores each year until 65% of SBAC/CAST results of meet or exceed

<b>METHODS OF MEASUREMENT</b>	Interim and summative assessments as well as the annual SBAC/CAST results.
<b>SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE) – NOT APPLICABLE</b>	
<b>SUBPRIORITY C – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	75% of EL students will advance at least one performance level per the ELPAC each academic year
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; and one-to-one instruction as needed
<b>MEASURABLE OUTCOME</b>	75% of EL students will advance one or more performance level per academic year
<b>METHODS OF MEASUREMENT</b>	Annual ELPAC results
<b>SUBPRIORITY D – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will maintain a 60% rate for English Learner Progress of Moderately to Well Developed.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; individual student advisement and counseling, access to tutoring support during the school day; and, participation in benchmark, strategic or intensive interventions provided by the school. More frequent home-school communication regarding student progress, school sponsored homework help, supplemental instructional materials to support success in core curriculum, and/or study skills support.
<b>MEASURABLE OUTCOME</b>	75% of EL students will advance one or more performance level per academic year
<b>METHODS OF MEASUREMENT</b>	Annual ELPAC results
<b>SUBPRIORITY E – AP EXAM PASSAGE RATE – NOT APPLICABLE</b>	
<b>SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP – NOT APPLICABLE</b>	
<b><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will maintain an ADA rate at or above the State’s target of 96%
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will provide periodic attendance updates to families reminding them of the



	importance of in-school attendance as the primary way of learning and success.
<b>MEASURABLE OUTCOME</b>	96% or better ADA on each Monthly, P-1, P-2, and Annual attendance reports with emphasis on P-2.
<b>METHODS OF MEASUREMENT</b>	Month, P-1, P-2, and Annual Attendance Reports with emphasis on P-2
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will have a minimum of unexcused absences in any school year
<b>ACTIONS TO ACHIEVE GOAL</b>	Parents and students will be informed of SVCS’s attendance policies specified in the Parent Handbook that is available online and reminders are made in the monthly newsletters. The Principal meets with or has a telephone conference with parents/guardians of students who have frequent, unexcused absences.
<b>MEASURABLE OUTCOME</b>	Each student meets or exceeds 96% ADA on each monthly attendance report
<b>METHODS OF MEASUREMENT</b>	Review attendance daily, weekly and monthly for individual student absence trends that indicate potential or actual issues with absenteeism.
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will retain and promote 6-8 <sup>th</sup> grade students.
<b>ACTIONS TO ACHIEVE GOAL</b>	School will offer an academically engaging learning environment for all; will have a culture of high expectations and support; a nurturing environment, and connected school community.
<b>MEASURABLE OUTCOME</b>	Each student meets or exceeds 96% ADA on each monthly attendance report
<b>METHODS OF MEASUREMENT</b>	Review attendance daily, weekly and monthly for individual student absence trends that indicate potential or actual issues with absenteeism.
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES – NOT APPLICABLE</b>	
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES – NOT APPLICABLE</b>	
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. <i>Pupil suspension rates</i></li> <li>B. <i>Pupil expulsion rates</i></li> <li>C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></li> </ul>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will maintain a low annual student suspension rate
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained and implement Positive Discipline as outlined in the Parent Handbook; Principal will work with teachers and families to manage student behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Maintain a school-wide suspension rate of 2% or less.

<b>METHODS OF MEASUREMENT</b>	Reporting days of suspension in Schoolwise/CALPADS
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will maintain a low annual student expulsion rate
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained and implement Positive Discipline as outlined in the Parent Handbook; Principal will work with teachers and families to manage student behavior issues and concerns.  The Charter School will offer an academically engaging learning environment for all; have a culture of high expectations and support, a nurturing environment, and connected school community.
<b>MEASURABLE OUTCOME</b>	Maintain a 0% expulsion rate.
<b>METHODS OF MEASUREMENT</b>	Reporting days of suspension in Schoolwise/CALPADS
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students, parents and teachers will feel a sense of community and connectedness
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS will devise and administer satisfaction surveys to parents, students and teachers annually.
<b>MEASURABLE OUTCOME</b>	At least 70% of satisfaction surveys returned to the school. The school reviews the results and communicates responses, as applicable.
<b>METHODS OF MEASUREMENT</b>	Surveys provided and responses received.
<b><u>STATE PRIORITY #7— COURSE ACCESS</u></b>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the Charter School’s charter.
<b>ACTIONS TO ACHIEVE GOAL</b>	All academic content areas will be available to all students, including all subgroups, for grade levels K-8.
<b>MEASURABLE OUTCOME</b>	SVCS maintains a strong year-to-year student retention rate because of its broad course of study and rigorous academic program.
<b>METHODS OF MEASUREMENT</b>	All students receive instruction in a broad course of study by grade level. Middle school students also select from elective options for one class period per week held on Fridays.

<b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>SUBPRIORITY A – ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all subgroups, and students with exceptional needs, will demonstrate grade-level proficiency in English Language Arts/Literacy.  Students will read with comprehension, write with correct grammar and clarity, speak with meaning, and possess familiarity with literary works.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students participate in Charter School’s literacy program and Writers’ Workshop. Instructional strategies are implemented throughout Reading & Writing Workshop include: small group work, one-on-one conferring, reading intervention, speaking skills to present information, narrative and response to literature, and collaboration with colleagues to support learning goals.
<b>MEASURABLE OUTCOME</b>	2% improvement in scores each year until 65% of SBAC test results of meet or exceed for ELA.
<b>METHODS OF MEASUREMENT</b>	Interim and summative assessments and annual SBAC
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate an understanding of the language of mathematics and the use of mathematics in a variety of problem-solving situations.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students will receive instruction that covers grade-level CCSS All students participate in Math at a minimum of 60 minutes per day. Instructional strategies implemented in Math include: targeted small group instruction; spiraling math curriculum; Accelerated Math; one-on-one assistance, and in-class peer tutoring.
<b>MEASURABLE OUTCOME</b>	2% improvement in scores each year until 65% of SBAC test results of meet or exceed for Mathematics.
<b>METHODS OF MEASUREMENT</b>	Interim and summative assessments and annual SBAC
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of World History, Ancient History and American History, government, economics and a belief in the values of democracy and capitalism.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History/Social Science Content Standards.

	Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands on projects.
<b>MEASURABLE OUTCOME</b>	80% of students receive passing grades of C or better in Social Studies/History on their report cards.
<b>METHODS OF MEASUREMENT</b>	Curriculum-embedded assessments. Funds spent on Social Studies/History instructional materials.
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all subgroups, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in life, earth and space, and physical science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing an inquiry-based approach, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts applicable to different subjects.
<b>MEASURABLE OUTCOME</b>	2% improvement in scores each year until 65% of CAST results of meet or exceed for Science.
<b>METHODS OF MEASUREMENT</b>	Interim and summative assessments and annual CAST
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS recognizes the importance of fine arts and offers the arts in a variety of venues and mediums at all grade levels, inclusive of all subgroups and students with exceptional needs, to expose and develop cultural literacy.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS students may participate in a folk dance team as a middle-school elective. The folk dance team performs in school and at community events. Teachers incorporate art activities in core classes to enrich learning. Students will attend professional performances in a variety of venues to develop an appreciation for the arts.
<b>MEASURABLE OUTCOME</b>	At least three in-house and/or external VPA fieldtrips, activities and projects per year.
<b>METHODS OF MEASUREMENT</b>	Funds spent for in-house and external fieldtrips as well as VPA activities and projects.
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.
<b>ACTIONS TO ACHIEVE GOAL</b>	SVCS will meet the physical education minutes required <ul style="list-style-type: none"> <li>• Elementary grades 1-6, minimum 200 minutes each ten days</li> <li>• Secondary grades 7-8, minimum 400 minutes each ten days</li> </ul> SVCS has contracted with the SWEAT program to work with teachers and their classes to deliver highly-quality physical fitness to students.
<b>MEASURABLE OUTCOME</b>	Students demonstrate positive attitudes toward physical activity.

	80% of students receive passing grades of C or better in Social Studies/History on their report cards. Students in grades 5 and 7 achieve 75% or better on 4 of the 6 areas of the State’s Physical Fitness Testing.
<b>METHODS OF MEASUREMENT</b>	Students are scheduled for and receive the required minimum physical education minutes and receive a report card grade for PE. The State’s Physical Fitness Testing is used in grades 5 and 7.
<b>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	SVCS will enhance its existing health curriculum for grades 1-6 to be fully-aligned with the California standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	The school will apply the California standards to provide instruction about the eight overarching health education concepts.
<b>MEASURABLE OUTCOME</b>	Monthly assessments will be used to verify student understanding of the content standard.
<b>METHODS OF MEASUREMENT</b>	Each month for eight months, grades 1 – 6 will focus on one of the eight overarching health education content standards.
<b>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with culture and literary works.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students will attend Punjabi instruction of at least thirty minutes daily. Students will be provided with appropriate curriculum and learning support
<b>MEASURABLE OUTCOME</b>	80% of students receive passing grades of C or better in World Language Punjabi on their report cards.
<b>METHODS OF MEASUREMENT</b>	Curriculum-embedded assessments. Funds spent on Punjabi instructional materials.
<b>SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not applicable
<b>MEASURABLE OUTCOME</b>	Not applicable
<b>METHODS OF MEASUREMENT</b>	Not applicable
<b>SUBPRIORITY J – CTE (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Not applicable
<b>ACTIONS TO ACHIEVE GOAL</b>	Not applicable
<b>MEASURABLE OUTCOME</b>	Not applicable
<b>METHODS OF MEASUREMENT</b>	Not applicable

Sacramento Valley Charter School tracks the academic achievement of its students by pursuing the following measurable objectives:

**A. Student and School-wide Measurable Outcomes**

State Indicators	Method of Measurement	Frequency of Measurement
Meet 'Student Performance' indicators Blue being the highest, Green, Yellow, Orange and Red, the lowest.	SBAC tests 3-8th grade to maintain Blue or Green.	Annually
Meet or Exceed CDE target SBAC tests scores as broken out by grade level, and reportable subgroups	CAASPP tests	Annually
Meet or Exceed CDE targets for physical fitness tests.	Physical Fitness Testing for grades 5 and 7.	Annually
Maintain a 96% or above attendance rate	Attendance logs	Monthly
Rate as "satisfactory" or above on Parent Satisfaction Surveys	Parent Satisfaction Surveys	Annually
Student participation in academic competitions like Spelling Bee, Science Fairs and Visual and Performing Arts events.	Record of co-curricular and extra-curricular activities.	Annually

These criteria are also found in the Charter School's LCAP as Appendix E.

## Subject Area Competencies

- Teachers are provided data on the achievement of their students in different strands of all subject areas. Teachers are encouraged to reteach the standards in which their students have not performed well.
- Teachers use formative assessments to ensure standards mastery by their students in all subjects. Students are given multiple opportunities to attain mastery in all standards.
- Teachers involve students in cross-curricular projects by incorporating content standards from different core subjects in a single project.
- Students are given multiple opportunities to show mastery of content standards in all core subjects.
- Students' physical fitness level are monitored by use of State-approved physical education tests.

For maintaining the student information data, SVCS uses Schoolwise.

## **Use of Data to Improve Educational Program**

Assessment data is managed and monitored through data management committees comprised of board members, administration, and teachers. The Charter School is committed to improve upon the educational program on a regular basis. Currently the Charter School meets at the beginning of the school year to analyze standardized test results for grade and individual student assessments to support the implementation of instructional strategies for the current school year and plan professional development. The ELPAC test coordinator, teachers, and Principal analyze the ELPAC results, and grades in core subjects for student placement and individual intervention for English Learners. Every student is assessed in multiple ways at the beginning of the school year by classroom teachers and administration to address learning challenges as an individual or as a class and for intervention to begin by week two after initial assessments. Ongoing assessment of high risk learners are shared daily among the classroom teacher, the Principal, the specialists, and then with the parent regarding progress or lack thereof with the student. Daily monitoring and record keeping, a sense of urgency, collaboration and communication, parent education on their support role, student responsibility and success, and strategies and interventions, and constant evaluation ensures learner's needs are being addressed and remedied.

## **Performance Reporting**

The Charter School Principal provided a performance report in the fall of 2017 to the District as required by the MOU. This performance report was in addition to the annual publication of a school accountability report card ("SARC") included an analysis of performance against student outcomes.

**Visitation**

The Charter School submits to visits and inspections by the District as allowed by Education Code Section 47607 and understands that it must promptly comply with all requests for information as required by Education Code Section 47604.3.



## ELEMENT IV. GOVERNANCE STRUCTURE

*“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.”*

*- Education Code Section 47605(b)(5)(D)*

### **A. Nonprofit Public Benefit Corporation**

The Charter School is a directly funded independent charter school operated as a California Nonprofit Public Benefit Corporation, pursuant to California law, which will operate under a 501(c)(3) tax exempt status.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. (Articles of Incorporation, Bylaws and a Conflict of Interest Code for the Charter School are attached as Appendix G.)

### **B. Board of Directors**

The Charter School is governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which is maintained to be consistent with the terms of this charter. The Board of Directors will have no less than three and no more than five members with expertise among members in the areas of education, real estate/facilities, business/finance, transportation management and administration/organization.

The Board composition follows the Bylaws for succession.

In addition, in accordance with Education Code Section 47604(b), the authority that grants a charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit corporation. If the District places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

Board members shall serve a term of 2 years.

The Charter School Board adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted above, the Conflict of Interest Code is attached as Appendix G.

The Charter School posts meeting notices at the Charter School in advance of all Board meetings to be held the monthly in accordance with the Brown Act. A scribe will record all meeting minutes

and publish them for all stakeholders to view. The SVCS Board of Directors will comply with the Brown Act.

The Board will hold ultimate responsibility for the operation of the Charter School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board will solicit input and opinions from the parents of students, the faculty and staff regarding issues of significance and will weigh the input and opinions carefully before taking action. The Board will focus its work on:

- Upholding the mission and vision of the Charter School
- Providing strategic vision and performing long-range planning
- Hiring and evaluating the Principal
- Creating external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee
- Ensuring compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Approving and monitoring the Charter School budget and the Charter School's fiscal practices, including solicitation and receipt of grants and donations
- Providing notice and holding meetings in compliance with the Brown Act
- Approving personnel policies, and all hiring and dismissal of Charter School personnel
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest. 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. 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 corporation any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

New Board members will receive training within their first year on the Board, while continuing members will receive training approximately every three years. Some of the topics for the training sessions are:

- Brown Act
- Conflict of Interest

- Delineation of Roles and Responsibilities
- Strategic Planning and Thinking
- Legal and Financial Responsibilities
- Effective Board-Staff Relations
- Creating Effective Committees
- Effective Board Self-Assessment

The above list is a sample and is not meant to be exhaustive.

### **SVCS Board of Directors**

#### **Chamkaur S. Dhatt**

Mr. Chamkaur Dhatt earned a Bachelor of Engineering in 1971. He and a colleague engineer started a business. After leaving that business, Mr. Dhatt started teaching undergraduate students at the Guru Nanak Engineering College Panjab University. While teaching, he earned a Master's degree in engineering from Punjab University with a thesis on transmission lines. He then taught both undergraduate and graduate students until 1992.

Mr. Dhatt came in the USA in April 1992. He passed the Engineer in Training exam and joined California Cedar Products Company, in its electronic research laboratory, where he designed and modified electronic circuits for the automation process of products.

Mr. Dhatt took automotive classes and received a smog technician license. In 1998, he joined the California Department of Transportation (Caltrans) and passed the Professional Engineering exam. During this time, Mr. Dhatt also held a real estate license. He retired from Caltrans in July 2018.

#### **Narinder Thandi**

Mr. Narinder Thandi immigrated to the US in 1984 after completing his college education from Punjab (India). He attended D.A.V College, Hoshiarpur, an affiliated postgraduate institution of Panjab University, Chandigarh, and completed a master's degree. During his 34 years in the US, Mr. Thandi worked hard, paid his bills, taxes and built a transportation company, Charter America. He has a fleet of 17 coaches that have been serving schools, colleges, universities and private parties for 25 years. He deals with transportation needs of University of California, Davis, Sacramento City College and many schools.

His experience and expertise have been very useful in running the School's buses and vans, maintenance, driver training, safety training, route mapping, approving school bus stops, reviewing bus repairs and maintenance, and getting school buses inspected and certified by DMV and CHP.

Mr. Thandi is married to Tashi Thandi, who works as an Assistant Manager Customer Services for Southwest Airlines. Their son attended Sacramento Valley Charter School for his elementary education, and is currently in a high school. They have a daughter who is in 4<sup>th</sup> grade.

#### **Surjit Dhillon**

Surjit S. Dhillon was born to Mother Mohinder K. Dhillon and Father S. Dilbag Singh Dhillon on August 6, 1959 in Village Salala, Distt Jalandhar, Punjab, India. After graduating from high school in 1975, he attended the ITI College and completed a year-long course in refrigeration and air conditioning. He then joined Lyalpur Khalsa College in Jalandhar and during his 3rd year, he migrated to the United States in February 1980. In the United States, Surjit continued his studies and completed automotive technology courses from 1982 – 1985 and graduated from De Anza College while working for Benson Varian Inc. in Mountain View, California. Pursuing an electrical engineering degree, he joined Mission College, Santa Clara, California 1986 – 1989 while working for OCE Graphics, Inc. as an Engineering Technician in a Research and Development lab. Then, Surjit relocated to Sacramento, CA in January 1990 and launched his own business. He was President of ABS Investment from 2004 to 2010 and managed fifty employees. Surjit became involved in his community efforts by serving as the Vice President of Sikh Temple Sacramento from 2002 – 2006 and then as the President from 2006-2008.

In an effort to spend more time with his young family, in 2008, Surjit moved on from his position as President of the Temple Committee and was appointed as the Temple Planning/Development Director by Giani Wadhawa Singh Gill. Surjit remains working in this role at present. In more community efforts, Surit is a founding Member as well as a Board Member of Sacramento Valley Charter School since 2011.

In his personal life, he is married to Harjit Dhillon, who graduated from California State University, Sacramento with a BS degree in Electrical/Electronic Engineering. His daughter Raveet Dhillon, a graduate of University of California Davis with a BS degree in Psychology and an MS in Kinesiology from San Jose State University. Surjit's son, Samer S. Dhillon, graduated Summa Cum Laude from the USC with a BS degree in Human Biology and Minors in Business Entrepreneurship and Occupational Health. Standing 6' 8" tall, Sam played basketball as a power forward for the USC Trojans and was the first Indian American to play NCAA Division 1 basketball for a Power 5 Conference. Sam founded Quest Investment Firm, performed Alzheimer's research at the Keck School of Medicine, founded Deep Roots Foundation (providing youth with opportunities to become leaders of tomorrow by excelling in academics, athletics, and community giving) and is the co-founder of the first-ever USC Mobile Health Clinic to provide free health exams and diagnostics in the greater Los Angeles area.

### **Darshan Mundy**

Darshan Singh Mundy was born in India and migrated to the United States in the mid-seventies. He worked as an engineer with IBM and General Electric Nuclear Energy. The early 90's brought a revelation of change into Mundy's professional life as he entered the SME arena. His desire and objective was to provide more support and assistance to local governments and communities - to give back to the people and become more engaged with local organizations.

Mundy started as the President of a nonprofit organization titled California Small Business Owners Association (CASBOA). The organization was established to educate and help individuals in the world of SMEs. CASBOA negotiated bulk pricing discounts on products, services, and maintenance for its members. In 2008, CASBOA successfully merged with the Neighborhood

Market Association. Today, Mundy is the Executive Director and Vice Chairman of the Neighborhood Market Association.

During the early 90's, Mundy became involved with the West Sacramento Gurdwara congregation. By 1994 he was given the honorary position of the West Sacramento PR Officer. Mundy further proceeded to establish relations with the Interfaith Bureau of Sacramento and soon after became a board member for the Interfaith Bureau of Sacramento.

After the tragic happening of 9/11, Mundy stepped forward to work with people from all walks of life and spread the message of equality. He closely worked with the West Sacramento Unity Program to help reduce "hate crimes" among American citizens. In 2008 Mundy organized a world peace march in downtown Sacramento.

Mundy aided in the construction of low income housing for the indigent individuals of Oak Park Sacramento, participated in Meals on Wheels with Loaves of Fishes of Sacramento, and worked on measures to improve educational consistency for children and help reduce child abuse in homes. Mundy is on a mission to provide a brighter future to the people of the 21st century.

In April 2011, with Senator Darrell Steinberg, Mundy led a resolution in the Senate that recognizes "We are all Sikhs." Following the resolution, on April 13, 2011 a rally was held on the west-steps of the Capitol building in downtown Sacramento. Attendance figures were in the thousands including legislators, law enforcement officials, and local elected officials.

In 2011, the Punjabi community started the process for the country's first Punjabi Language Charter School. Mundy was a founding member and remains a member of the SVCS Board.

Mundy played a major political role in getting two California legislation bills, AB1964 and SB1540, passed and signed into effect. AB1964, Yamada, focuses on discrimination in employment: reasonable accommodations. This bill includes a religious dress practice or a religious grooming practice as a belief or observance covered by the protections against religious discrimination, and specifies that an accommodation which requires a person to be segregated from the public or from other employees is not a reasonable accommodation. SB 1540, grants state education officials permission to complete the state's History-Social Science "framework." This framework provides teachers with the information they need in order to teach students the content standards for each subject area.

### **Bhajan Bhinder**

Bhajan Singh Bhinder was born in Singapore and has been in the USA since 1980. He has operated a business in the insurance industry since 1999. A family man, he the pioneered the Khalsa Sikh Punjabi School in 1988 in one of the largest Gurdwara located in Fremont, California. Bhajan is an author of a widely, well-received book on Punjab, Sikhs and South Asia. A strong advocate of human rights and children's education, he is a founder of two non-profit organizations.

### **C. The Principal**

The Principal of the Charter School oversees the strategic and operational plans of the Charter School. The Principal has overall day to day management responsibilities of the Charter School and will ensure the Charter School operates in fulfillment of the mission as spelled out in the charter and in compliance with charter school law, bylaws and applicable education law. The Principal will work with the Board and its committees, if any, to ensure the Charter School makes sound strategic decisions and will ensure the Charter School maintains a focus on student achievement.

The Principal will serve as a spokesperson for the Board to further the Charter School's prominence within the local, state and national education and charter school communities.

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

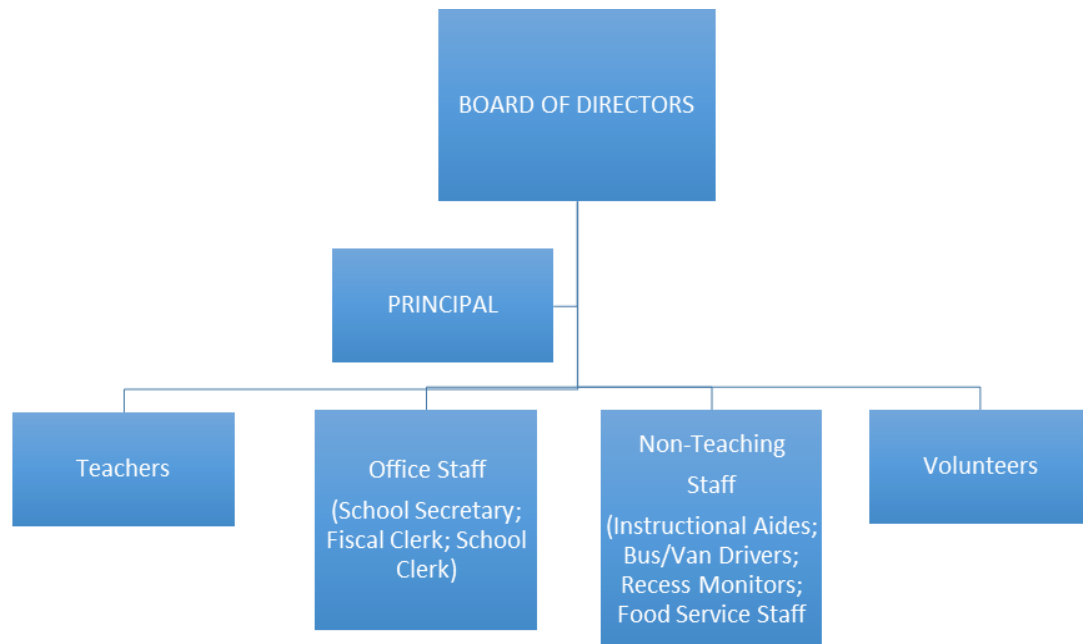
- Takes leadership in creating healthful human relationships which will provide a suitable climate for learning and teaching.
- Develops with the community and the SVCS faculty, a clear statement of instructional goals and/or objectives for the Charter School consistent with the established educational goals of the charter.
- Assists teachers to establish standards of expected progress for individual students in designated areas of study, and techniques for assessment of that progress.
- Provides for the evaluation of all personnel hired by the Principal according to SVCS guidelines and procedures.
- Develops and maintains effective communication systems with staff, students, parents and the community.
- Encourages the participation of volunteers and supervises their activities.
- Establishes practices and procedures consistent with applicable provisions of the Education Code, SVCS Board policy, and other applicable laws.
- Assists the Charter School faculty in professional development.
- Orients and provides support to new faculty members.
- Works with Charter School personnel to implement, assess, and upgrade the instructional program.
- Develops, implements, and evaluates procedures with respect to staff and pupil placement within the Charter School.
- Implements and communicates the discipline policy to parents and the Charter School community.
- Provides for appropriate procedures which will insure proper supervision of children in the Charter School.
- Establishes and implements emergency procedures.
- Supervises attendance within the Charter School.
- Requires that complete and up-to-date cumulative records are kept.
- Manages resources effectively and appropriately including revenues and expenditures, personnel, facilities and equipment.
- Seeks sources of outside funds; may coordinate fundraising or grant writing activities.

- Encourages suitable and adequate student activities and organizations in the Charter School, to develop the varying interests and abilities of the students, and provides for the supervision of such activities and organizations.
- Remains aware of local community sentiment and acts as a liaison between the local community and the Charter School Board.
- Works cooperatively with appropriate agencies and organizations in the community.
- Encourages and fosters close relationships among school staff and parents.
- Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the charter.
- Stays in direct contact with District regarding changes, progress, etc.
- Proposes policies for adoption by the Board
- Provides comments and recommendations regarding policies presented by others to the Board
- Communicates with school legal counsel and any outside consultants
- Stays abreast of school laws and regulations
- Approves all purchase orders, pay warrants, and requisitions and, upon approval from Board Chair as necessary, forwarding on for processing
- Participates in the complaint and dispute resolution procedures when necessary
- Establishes and executes enrollment procedures
- Provides all necessary financial reports as required for proper ADA reporting
- Attends IEP meetings when necessary
- Coordinates the administration of Standardized Testing
- Oversees data collection and reporting to the CDE
- Oversees and coordinating student orientation
- Attends all Board meetings and District Board meetings as necessary, as the Charter School representative
- Establishes procedures designed to carry out Board policies
- Provides timely performance evaluations of all Charter School employees
- Oversees development and implementation of curriculum, instruction and scheduling in alignment with the Common Core State Standards
- Facilitates open house events
- Oversees parent/student/teacher relations
- Implements Site Safety Procedures in compliance with all applicable laws
- Creates and appoints committees to assist in the execution of certain planning and administrative functions
- Supervises all employees of the Charter School
- Conducts community outreach and community relations efforts

The above duties may be delegated or contracted as approved by the Board to another administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to an appropriate third party provider as allowed by applicable law.

## D. Organizational Chart

Following is SVCS Organization Chart:



## E. Parental Involvement

Parents are involved in the Charter School in the following ways:

- Parents have established a formal Parent Teacher Organization (PTO) to raise funds for the Charter School, coordinate parental volunteer activities and communicate with the Principal. At each Board meeting, the Principal provides a report to the Board that includes PTO activities and communications. Any items that require Board action shall be included on the Board meeting agenda.
- Parents are invited to attend all open sessions of Board meetings and are welcome to follow the guidelines on the agenda for speaking about items on the agenda and items not on the agenda.
- Parents, students and teachers meet regularly to assess individual student's progress and to set learning goals.
- There are a number of volunteer opportunities including helping in the classroom, leading extracurricular activities, assisting in leadership opportunities, and attending field trips.
- Parents complete evaluations addressing the strengths and weaknesses of various Charter School programs, which are considered for ongoing improvement.



## ELEMENT V. STAFF QUALIFICATIONS

### **Qualifications of School Employees**

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

SVCS shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. In accordance with Education Code 47605(d)(1), SVCS shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School will adhere to applicable California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. Prior to employment, all employees must furnish or be able to provide:

- Risk assessment or examination for Mantoux tuberculosis (“TB”)
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, SVCS will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by SVCS. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

### **Principal**

The Board will select the Principal on an application and interview basis. Selection will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial passion, and interest and commitment to educational reform. The Principal will be responsible for creating a school capable of achieving the Charter School’s mission and goals. This will include leading the Charter School in all aspects of its day to day operations, supervising campus teachers and non-instructional staff, working with the Charter School Board of Directors, the District, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal’s knowledge and skills shall include, but are not limited to, the following:

- Ability to exhibit the qualities of leadership essential to the successful administration of an elementary school.
- Ability to work with pupils and adults in a supervisory capacity.
- Ability to exercise good judgment and tact.
- Ability to cope with emergency situations.
- Knowledge of basic elements of instruction.
- Knowledge of effective employee supervision and evaluation procedures and techniques.
- Knowledge of curriculum concepts and materials pertinent to an elementary school program.
- Ability to speak and write effectively.
- Ability to work effectively with all segments of the educational community and general public.
- Knowledge of the social, personal, and physical development of children and preadolescents.
- Knowledge of effective and grade level appropriate teaching strategies, curricular programs and materials.
- Knowledge of effective student disciplinary and control procedures and practices.
- Knowledge of school district operations and procedures.

Qualifications for the job include:

- Post graduate work in school administration, curriculum and instruction, or a related field.
- Successful experience as a classroom teacher.
- Progressively responsible experience in providing leadership in a school or district setting.
- Possession of an appropriate school administrative credential.
- Knowledge of Punjabi language and culture preferred.

## **Teachers**

Teachers are selected by the Principal and ratified by the Board of Directors. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment.

Accordingly, a teacher of core academic subjects (including English language arts, mathematics, science, and social studies) must meet the following qualifications:

- a bachelor's degree
- an appropriate State credential
- demonstrated core academic subject matter competence
- demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice

SVCS shall comply with Education Code Section 47605(*l*), which states in pertinent part:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

All core teachers will hold a CLAD or BCLAD credential or a California Department of Education equivalent certified to serve English Learners.

In order to recruit and attract well-qualified teachers, SVCS will advertise positions on websites such as EdJoin, as well as local newspapers and other publications.

Responsibilities for teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, students' families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Providing an effective classroom environment that reflects and facilitates the academic program
- A full day of teaching, primarily within the academic area in which they focus their teaming
- Mentoring and instructional advice for their peers to help them develop the skills needed to progress as teachers

### **School Secretary**

#### **SUMMARY:**

Responsible for the smooth and efficient operation of the Front Office. Provides direct administrative assistance to Principal, teachers, school staff, and students by managing the Charter School's attendance and student records transactions, answering/screening calls, providing written communications upon request, handling confidential communication, and other related duties as directly assigned by the Principal.

#### **ESSENTIAL DUTIES:**

To perform this role successfully, an individual must perform the following duties successfully – with a focus on exemplary customer service and excellent interpersonal skills.

#### **ADMINISTRATIVE OFFICE SUPPORT:**

Monitoring, Recording, and Maintaining of student attendance and records and reports

Answering and Screening phone calls  
Greeting and Assisting school visitors and parents  
Collating and Distributing all external printed material upon request  
Ensuring coverage of the Charter School front office, either personally or delegated – at all times  
Monitoring students sent to front office during and after school hours  
Maintaining School Sign-In Sheets  
Recording Teacher and staff absences  
Monitoring the copiers and coordinating the repairs/ordering ink  
Prepare checks and/or deposits when needed, as back up to the Fiscal Clerk  
Assisting in all safety protocols (e.g. building evacuations, lockdowns, fire drills, etc.)

**Essential Skills or Attributes (Qualifications)**

1. Outstanding customer service for teachers, staff, parents, visitors, and students
2. Maintain confidentiality of all related data
3. Maintain high degree of professionalism and model desired behavior for other office staff
4. Communicate frequently with Principal and inform of important information, without prompting
5. Understanding of role played in promoting the positive reputation and image of SVCS
6. Performs all follow-ups and updates to requests, without prompting
7. Possesses any combination of training, experience and/or education equivalent to two years of recent full-time, paid, secretary or office assistant for a school or business.

**Fiscal Clerk**

**SUMMARY:**

Assists the School Secretary with the smooth and efficient operation of the Front Office. Provides direct administrative assistance to Principal, Teachers, school staff, and students by handling day-to-day financial activity and entries, answering/screening calls, providing written communications upon request, handling confidential communication, and other related duties as directly assigned by the Principal.

**ESSENTIAL DUTIES:**

To perform this role successfully, an individual must perform the following duties successfully – with a focus on exemplary customer service and excellent interpersonal skills.

**FINANCIAL DUTIES**

Preparing bank deposits every week  
Collecting various school revenues  
Alerting Principal of past due collections  
Entering all revenue, deposits, donations, and invoices into QuickBooks  
Preparing monthly bank account reconciliations  
Writing checks and keeping supporting payable documents (receipts, invoices, packing slips, etc.)  
Entering, maintaining and monitoring all employee benefits accounts

**Essential Skills or Attributes (Qualifications)**

1. Outstanding customer service for teachers, staff, parents, visitors, and students
2. Maintain confidentiality of all related data
3. Maintain high degree of professionalism and model desired behavior for other office staff
4. Communicate frequently with Principal and inform of important information, without prompting
5. Understanding of role played in promoting the positive reputation and image of SVCS
6. Performs all follow-ups and updates to requests, without prompting
7. Possesses any combination of training, experience, and/or education equivalent to two years of recent, full-time, paid bookkeeping or accounting experience.

## ELEMENT VI. HEALTH AND SAFETY PROCEDURES

*Governing Law:* “The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- i. That each employee of the school furnish the school with a record summary as described in Section 44237.
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

- Education Code Section 47605(b)(5)(F)

The health and safety of Charter School staff and pupils is a high priority for the Charter School. The Charter School will follow all required safety regulations including emergency policies and procedures.

The following provides a summary of the health and safety policies and procedures to be followed at the Charter School. Attached, as Appendix H, please find the health and safety policies and procedures utilized by the Charter School. The policies and procedures will be kept on file for review on an ongoing basis. SVCS may create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations.

### **Procedures for Background Checks**

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. 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 be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff are 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 in accordance with Education Code Section 44691.

## **TB Risk Assessment and Examination**

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once every four year thereafter, as required by Education Code Section 49406.

## **Immunizations**

All students enrolled 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. All rising 7<sup>th</sup> graders must be immunized with a pertussis (whooping cough) vaccine booster.

## **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

## **Vision, Hearing, and Scoliosis**

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

## **Diabetes**

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

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

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49709
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on Charter School discipline



- Procedures for conducting tactical responses to criminal incidents

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

### **Blood Borne Pathogens**

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

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. All staff underwent training to renew with the Red Cross in August 2018.

### **Drug Free/Alcohol Free/Smoke Free Environment**

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

### **Facility Safety**

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

### **Comprehensive Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and sexual harassment policy.

**Human Trafficking Prevention**

The Charter School shall identify and implement methods of informing parents/guardians of human trafficking prevention resources by January 1, 2020, in accordance with Education Code Section 49381.

**Bullying and Cyberbullying Prevention**

The Charter School shall adopt a policy on bullying and cyberbullying prevention by December 31, 2019 and annually make the California Department of Education's online training module on bullying prevention available to Charter School's school site certificated employees and other employees who have regular interaction with students, in accordance with Education Code Section 32283.5.

**Transportation Safety Plan**

The Charter School, by September 1, 2019, shall develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law.

## ELEMENT VII. RACIAL AND ETHNIC BALANCE

*Governing Law: “The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.”*

*- Education Code Section 47605(b)(5)(G)*

The Charter School has made significant efforts to make its campus and education program attractive to all students and parents. It is our desire to attract a diverse student body reflective of the racial and ethnic balance of the general population residing within the territorial jurisdiction of the District. A diverse environment will ensure that students are prepared for success as they transition to high school, college and the workforce.

Community outreach has been and will continue to be an important component of the Charter School’s Racial and Ethnic Balance Action Plan (Appendix I) to make on-going and lasting progress toward having enrollment that reflects the racial and ethnic balance of the general population residing within the territorial jurisdiction of the District. The Charter School has participated in many community events including Art in the Heart: a Celebration of Art and Diversity on October 13, 2018. The Charter School has placed advertisements in The News-Ledger and Parent Magazine, West Sacramento Russian Magazine, as well as sending a flyer by mail within West Sacramento. SVCS also hired digital media, Bonneville International, a predictive marketing tool, to promote Sacramento Valley Charter in the West Sacramento community.

Charter School volunteers have walked door-to-door in the adjacent communities, handing out flyers and engaging with neighbors in discussions about the Charter School. The Charter School website and Facebook page also serve as ambassadors to all communities.

Upon receipt of renewal approval, the Charter School will distribute a press release and flyer targeted at local parents. These documents will publicize a community open house and highlight three points that will make the Charter School more attractive to the immediate community:

- An education program and test scores comparable to the highest performing schools in the region.
- A purpose-built facility with an independent campus.
- An inclusive environment where all students are welcomed and encouraged to reach their highest potential.

We are confident that with renewal approval, along with publicity regarding the new facility and high test scores, more local parents will be aware of SVCS as a free, nonsectarian, public school with a proven, successful education program for their children.

## ELEMENT VIII. ADMISSION POLICY AND PROCEDURES

*Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d)."*

*- Education Code Section 47605(b)(5)(H)*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to admission and enrollment into SVCS. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Section 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School application process is comprised of the following:

- Parent attendance at a school orientation meeting is encouraged
- Completion of a prospective student information form (a copy of which is attached as Appendix J)

Registration packets for students who are admitted will also gather the following information:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records, if applicable

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open application period in March each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing in April to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year. The priority order for enrollment preferences in the case of a public random drawing shall be as follows:

- Siblings of students currently admitted or attending SVCS
- Students who are currently enrolled in or who reside in the Westfield Village Elementary School attendance area of the Washington Unified School District in which SVCS is located (for purposes of the Charter School Facility Grant Program)
- Children of Charter School employees and Board members
- Other residents of the District
- All other applicants

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will be posted on the charter school's website and on the door to the school office at 2399 Sellers Way, West Sacramento, once the application deadline has passed. SVCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

When an applicant is available to be promoted from the waiting list, SVCS will notify the parents/guardians of the applicant by telephone, email, and mail that the applicant is eligible for admission. The parents/guardians will then have five calendar days to secure admission to SVCS.

If the parents/guardians fail to secure admission after five calendar days of such notice, the applicant will be taken off the waiting list and the next applicant in line will be available for promotion from the waiting list.

SVCS will keep all written records regarding the execution of lottery procedures, including communication with parents/guardians and waiting lists, on file for three years.

In no circumstance will a waiting list carry over to the following school year. The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

### **Planned Enrollment Schedule**

#### **After Public Random Drawing**

Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing.

Completed enrollment packets due back to the Charter School, will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

#### **Subsequent Applications**

Additional open application periods and subsequent public random drawings held if additional applications are submitted after the close of initial open enrollment period.

## ELEMENT IX. ANNUAL INDEPENDENT FINANCIAL AUDIT

*Governing Law: “The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”*

*- Education Code Section 47605(b)(5)(I)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and 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 Controllers K-12 Audit Guide.

The Charter School’s Board will select an independent auditor through a request for proposal format. The Charter School is responsible for the cost of the annual audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. Within two weeks of receiving the audit report or as otherwise determined with the District, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

## ELEMENT X. SUSPENSION AND EXPULSION POLICY AND PROCEDURES

*Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”*

*- Education Code Section 47605(b)(5)(J)*

### **Policy**

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it will be reviewed and amended from time to time in consultation with employees, parents, and legal counsel to comport with applicable law. Charter



School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsion as enumerated below.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 8, inclusive.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the

pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person

- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph



(1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: State law mandates the Board of Directors to expel students as indicated in Education Code Section 48915 (c) for:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had

- obtained written permission to possess the item from a certified school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or

hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents unless the pupil and the pupil's parents fail to attend the conference.

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

## **D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing officer. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Charter School Board shall make the final decision.

## **E. Expulsion Procedures**

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons

of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel or Board of Directors ("entity") conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

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

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

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

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

### **I. Written Notice to Expel**

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

committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student, c) Information regarding rehabilitation and readmission, and d) Information regarding alternative education options.

## **J. Disciplinary Records**

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

## **K. No Right to Appeal**

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

## **L. Expelled Pupils/Alternative Education**

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

## **M. Rehabilitation Plans**

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

## **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **O. Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### **1. Notification of District**

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

### **2. Services During Suspension**

Students suspended for more than ten (10) consecutive school days or pursuant to a series of removals totaling more than 10 school days and constituting a pattern in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting. Any such change in placement is a determination made by the IEP team.

### **3. Procedural Safeguards/Manifestation Determination**

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

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

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



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

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

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

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement pursuant to 34 C.F.R. §300.530, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) school day time period provided for in an interim alternative educational setting unless the parent and the Charter School agree otherwise.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by

the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

## ELEMENT XI: RETIREMENT SYSTEMS

*Governing Law: “The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”*

*- Education Code Section 47605(b)(5)(K)*

Employees participate in the federal social security system. The Charter School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. The Charter School’s employees may contribute to a 403(b) Plan. The Charter School does not currently provide employer matching to the 403(b) Plan. The Principal is responsible for ensuring that appropriate arrangements for coverage are made.

## ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

*- Education Code Section 47605(b)(5)(L)*

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

### ELEMENT XIII: EMPLOYEE RETURN RIGHTS

*Governing Law: “A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”*

*- Education Code Section 47605(b)(5)(M)*

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

Sick or vacation leave and years of service credit at the District or any other school district will be transferred to the Charter School, according to board-approved policies. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## ELEMENT XIV: 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."*

*- Education Code Section 47605(b)(5)(N)*

### **Disputes Between the Charter School and District**

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. The Charter School firmly believes that nurturing its relationship with the District and ensuring ongoing cooperation, transparent dialogue and accountability will prevent disputes from occurring.

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

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

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

### **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter

School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.



## ELEMENT XV: CLOSURE PROTOCOL

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

*- Education Code Section 47605(b)(5)(O)*

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

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

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

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

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Sacramento Valley Charter School, a non-profit public benefit corporation, and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the Sacramento Valley Charter School non-profit public benefit corporation to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

## MISCELLANEOUS CHARTER PROVISIONS

### **A. Budget and Financial Reporting**

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

*- Education Code Section 47605(g)*

Attached, as Appendix K, please find the following documents:

- Budget narrative
- Adopted, 45-day Revise and First Interim 2018-19 Budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School will forward to the District and to the Yolo County Superintendent of Schools the following reports by the designated dates:

- 1) By July 1, an annual budget as required pursuant to Education Code Section 47606.5.
- 2) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, by December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- 3) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 4) By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School agrees to:

- 1) Maintaining a minimum reserve of five (5) percent.
- 2) Notifying the District in writing of its intent to incur new debt and provide written assurance that WUSD is not responsible for any debt incurred by the Charter School or for the maintenance or disposal of any collateral the Charter School uses to secure debt.
- 3) Remitting payment on invoices from the District within 30 days of receipt.
- 4) Providing additional fiscal reports as requested by the District.

The Charter School agrees that it is the responsibility of the District to use any financial information it obtains, including the reports noted above, to monitor the fiscal condition of the Charter School.

## **B. Data Reporting**

### Average Daily Attendance

The Charter School shall establish an attendance reporting calendar and maintain a system to account for average daily attendance (ADA). The Charter School will report the ADA required to obtain State funding to the District and the Yolo County Superintendent of Schools Office via the California Department of Education's Principal Apportionment Data Collection Software at least five (5) business days prior to the deadlines defined by the State.

### Enrollment

The Charter School shall complete and submit enrollment and other necessary demographic information to the District and to the California Basic Education Data System (CBEDS) consistent with State timelines.

### Student Records

The Charter School shall maintain student records of general directory information, academic progress, disciplinary, immunization and other health records, and shall make such records available to the District upon request consistent with applicable laws such as FERPA.

### Employee Records

The Charter School shall maintain any and all personnel records for each employee as required by applicable law and consistent with sound practice and policy. The Charter School shall make credentialing records available to the District upon request consistent with applicable law.

### Notification

The Charter School shall immediately notify the District of any pending or actual litigation and/or claim from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint, or due process request, or request for information by any governmental agency.

## **C. Insurance**

The Charter School shall procure, at this own expense, a comprehensive property and liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Annually, the Charter School will provide evidence of the above insurance coverage to the District.

## **D. Administrative Services**

*Governing Law: “The manner in which administrative services of the charter school are to be provided.”*

*- Education Code Section 47605(g)*

SVCS provides or procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

In the event that the Charter Schools seeks administrative support services from the District, the parties shall document those services and the cost of services through an operational MOU that permits the services and costs to be reviewed and revised on an annual basis.

#### **E. Facilities**

*Governing Law: “The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.”*

*- Education Code Section 47605(g)*

SVCS is located within the District boundaries. SVCS is located on property owned by the West Sacramento Sikh Temple, 2399 Sellers Way and 2301 Evergreen Ave, West Sacramento, CA 95691. The facility consists of sixteen classrooms, Principal’s office, computer room, School Office, employee break room, 2000 sq. ft lunch/dining and an outdoor recreation area. There is a kitchen onsite, which is used to prepare free, vegetarian lunch and refreshments which meets state requirements for nutritionally adequate lunch.

#### **F. Transportation**

The Charter School offers transportation to and from school and charges a nominal fee per student for this service. Students are not denied transportation for non-payment of the fee. The Charter School provides transportation as required by law for students with disabilities in accordance with a student’s IEP. SVCS transportation meets all Department of Transportation and California Highway Patrol requirements.

#### **G. Potential Civil Liability Effects**

*Governing Law: “Potential civil liability effects, if any, upon the charter school and upon the District.”*

*- Education Code Section 47605(g)*

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or

obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

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