SACRAMENTO ACADEMIC & VOCATIONAL ACADEMY-SCUSD

Gateway Community Charters

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT INITIAL CHARTER PETITION

Submitted to the
Sacramento City Unified School District Board of Education on
September 8, 2017

Requested Charter Term:
July 1, 2018 – June 30, 2023

Table of Contents

TABLE OF CONTENTS

SCUSD REQUIRED DOCUMENTS AND ASSURANCES AFFIRMATIONS AND DECLARATION.....4

INTRODUCTION.....7
I. Educational Philosophy and Program…….....21
II. Measurable Student Outcomes 76
III. Methods of Measuring Pupil Progress.....95
IV. Governance Structure…….……102
V. Staff Qualifications 112
VI. Health and Safety of Students and Staff 114
VII. Racial and Ethnic Balance 117
VIII. Admission Requirements……...119
IX Independent Financial Audit……...121
X. Suspension/Expulsion of Students.....122
XI. Retirement Systems for Staff.....143
XII. Public School Attendance Alternatives 144
XIII. Employee Return Rights.....145
XIV. Dispute Resolution Process……..…….……146
XV. Charter School Closure Procedure.....147
XVI. Miscellaneous Charter Provisions ....…….…….……..150
XVII. Impact on the Charter Authorizer 157

APPENDICES

A. Workforce Innovation Opportunity Act Partnership Agreement with Sacramento Employment and Training Agency (SETA)
B. Workforce Innovation Opportunity Act Exclusive Partnership Agreement with Greater Sacramento Urban League (GSUL)
C. Workforce Innovation Opportunity Act Essential Functions and Case Management
D. Legal Review of Workforce Innovation Opportunity Act
E. Performance and Success of Gateway Community Charters and SAVA – TRUSD
F. Proposed Master Agreement
G. Sample Illuminate Education Analyses
H. Proposed list of CTE classes to be offered at SAVA-SCUSD
I. Proposed Curriculum
J. Proposed School Year Calendar
K. Proposed Graduation Requirements
L. Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code
M. GCC Organizational Chart, Proposed SAVA-SCUSD Organizational Chart
N. Job Descriptions and Qualifications for Key Employees
O. Job Descriptions and Bio/Resume for GCC Board Members
P. Gateway Community Charters Safety Plan
Q. Injury & Illness Prevention Plan

R. Financial Documents: Budget Narrative, Cash Flow, Financial Projections for 2018-2021
S. Letters of Support
T. Teacher Signatures on Petition for the Establishment of SAVA-SCUSD (per CA EdCode 46700)
U. Response to Intervention – Grid of 9
V. GCC Board Policy 09-10 Identification and Education Under Section 504
W. El Dorado County Charter School Special Education Local Plan Area (SELPA) Letter
X. SAVA- SCUSD Enrollment Packet
Y. Data Tables
Z. SAVA Student Handbook

Req. Docs. & Assur.
Affirm. & Declaration

AFFIRMATIONS AND DECLARATION

Gateway Community Charters, on behalf of our students and families, hereby certify that the information submitted in this petition for a California public charter school to be named Sacramento Academic and Vocational Academy-SCUSD ("SAVA-SCUSD" or the "Charter School"), submitted to the Sacramento City Unified School District ("SCUSD") Board of Education, the "District") and to be located at several sites throughout Sacramento County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Sections 60605 and 60851, 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)]

2. Gateway Community Charters declares it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

3. The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as provided by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

6. 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

8. 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 in Education Improvement Act of 2004.

9. 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)]

10. 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 are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

11. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

12. The Charter School shall comply with the Brown Act.

13. 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).

14. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

15. 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)]

16. The Charter School shall comply with any applicable jurisdictional limitations to location of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act as reauthorized and amended by the Every Student Succeeds Act.

18. The Charter School will continually strive for a healthy, collaborative, synergistic relationship with the education and business communities and the Workforce Innovation and Opportunity Act ("WIOA") partners.

19. The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School.

20. The Charter School shall comply with the Ralph M. Brown Act.

21. The Charter School shall comply with the Public Records Act.

22. The Charter School shall comply with the Family Educational Rights and Privacy Act.

23. The Charter School shall comply with Education Code Section 51745 *et seq.* related to independent study, as applicable.

24. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]

September 8, 2017

Dr. Cindy Petersen, Superintendent/CEO
Gateway Community Charters
5112 Arnold Ave. Suite A
McClellan, CA 95652
916-286-5103

Date

Introduction

INTRODUCTION: PROGRAM OVERVIEW AND DEVELOPMENT TEAM

Overview

This public charter school called Sacramento Academic and Vocational Academy- SCUSD (SAVA-SCUSD or Charter School), shall be a 7-12th grade school. SAVA-SCUSD proposes to consist of a non-classroom-based programs This charter school will be modeled after the GCC's successful Sacramento Academic and Vocational Academy that is chartered within Twin Rivers Unified School District. These campuses will be housed in various locations in the greater Sacramento region, including Sacramento and Elk Grove. SAVA-SCUSD is proposed to be one of eight charter schools operated and overseen by Gateway Community Charters, a 501c3 non-profit charter management organization (CMO). The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the bylaws. The GCC Board of Directors believes that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential.

Gateway Community Charters ("GCC") has been in operation since 2003 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in our15thyear of operation, the GCC serves over 4,500 TK-12th grade students within seven separate schools which are fully WASC accredited charters, with a number of unique missions. Currently two of our seven charter schools serve predominately underserved, unserved, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth, adjudicated youth, homeless, etc. GCC charter schools serve statistically significant numbers of low socioeconomic students, newcomers and English Learners. Gateway Community Charters manages a complex budget of over $70 million dollars and has maintained in excess of the required 3% reserve for each of its charter schools as well as keeping an additional reserve when needed for cash flow management all while expanding enrollment each year.

Without entrance requirements, disadvantaged students are more likely to enroll and participate in a challenging program. SAVA-SCUSD will accept all students that apply within capacity limitations and according to the lottery process, as necessary.

Sacramento Academic and Vocational Academy –SCUSD is designed to deliver a comprehensive instructional program through various instructional structures (i.e. independent study, career focused, project-based learning, CTE, and concurrent enrollment in community college, when appropriate). Though all students in grades 7 through 12 may benefit from the program, SAVA-SCUSD's primary focus will be on working with high risk youth, those with attendance and behavioral issues, low academic achievers, those on formal or informal probation – youthful offenders, credit deficient, in danger of dropping out, expelled and those whose needs have not been served by the traditional education environment.

The GCC's and SAVA-SCUSD's proposed administrative staff have years of experience partnering with high risk students, alternative programs and agencies such as; the County and City of Sacramento, Greater Sacramento Urban League, Sacramento Soroptimist, Mutual Assistance Network, Los Rios Community College District, Northern California Carpenters Trade Union, Asian Resource Inc. Sacramento Employment Training Agency (SETA) and others. Gateway

Community Charters and the SAVA-SCUSD charter implementation team worked with staff to develop a strong charter and business plan for operation. SAVA-SCUSD will provide a non-traditional academic setting for students within the greater Sacramento Region.. Staff will provide students and parent/guardians with an orientation that includes an academic and career path assessment to determine short and long term goals, and developing an Individual Success Plan for every student. SAVA-SCUSD staff will work closely and collaboratively with our community partners and SCUSD to meet the needs of students.

Exclusive Partnership with Programs Under the Workforce Investment and Opportunity Act

The Charter School shall offer a program that provides instruction to students exclusively in partnership with the federal Workforce Investment Act pursuant to Education Code Section 47605.1(g). (Appendix A, B, C, and D)

The Workforce Innovation and Opportunity Act ("WIOA"), which was signed into law on July 22, 2014, reauthorizing the Workforce Investment Act of 1998 ("WIA"), authorizes services for youth, adults and laid-off workers. WIOA is considered to be the most significant reform of federal job training programs in more than 15 years and a critical step toward helping workers and employers succeed in the 21st century economy.[1]

Sacramento Academic and Vocational Academy- SCUSD shall offer a program emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling. The program shall emphasize services for both in school and out-of-school youth.

The activities provided by WIOA offer a variety of benefits to both program participants and the communities in which they reside as follows:

Job Seekers

- Universal access to job search and labor market information
- Advice, counseling and support
- Education and skills training
- Individual choice of service

Youth

- Basic skills assessment
- Resources and guidance help to attain educational goals
- Leadership development opportunities
- Exposure to work environment through training and adult mentoring

[1] See http://blog.dol.gov/2014/07/22/promoting-job-driven-training-and-american-opportunity/

Employers

- Influence over local area employment policy
- Improved and trained employee pool
- Development of on-the-job and customized training opportunities
- Assistance for laid-off workers

Community

- Access to local area job market information
- Improved workforce quality
- Services designed for local area needs
- Reduced need for welfare

GCC and the implementation team believe that investing in the most skilled and talented workforce in the world should be one of our nation's top priorities. In recent years, more than 20 million people annually have turned to federal programs for basic education, job training and employment services.

GCC and the implementation team seeks to establish this charter to serve students in partnership with Federal and State funded programs, including WIOA.[2] Through this partnership with WIOA, SAVA-SCUSD will strengthen the public workforce system by unifying and streamlining services to better serve job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within Sacramento County. This partnership will specifically address the needs of students who face unique economic challenges, including out-of-school and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system.

Through our partnership with WIOA and our best practice case management system that is integrated into the instructional program,, students will have improved tools to identify and access training options and other employment services best suited to their needs and businesses will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies.

Evidence shows that our partnership with WIOA will be successful in producing skilled students ready for their future career or pursuit in higher education. As noted in the report, *What Works in Job Training: A Synthesis of the Evidence*, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services[3], existing evidence on job training for youth demonstrate:

- Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.

[2] See http://www.dol.gov/asp/evaluation/jdt/

- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.

- Occupation- and industry-based training programs, including CTE Pathway Programs, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low- income, economically disadvantaged youth are successful in these programs and programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.

- Youth disconnected from work and school, including those who also have serious disadvantages such as pregnant/parenting teens, homelessness, foster youth, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

In addition to WIOA, SAVA-SCUSD may seek partnerships with other WIOA related entities and programs, such as Thousand Strong Youth Internship Program, local labor unions and apprenticeship programs.

SAVA-SCUSD proposes to serve students in the Sacramento region. The Charter School seeks to offer students an educational program in which they will benefit from a truly unique opportunity to become career and college ready in conjunction with our WIOA partners, as described above.

The Charter School seeks to establish this charter as a WIOA partner (see Table 1 below for further detail). Through this partnership with WIOA, the Charter School will strengthen the public workforce system by unifying and streamlining services to better serve job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within Sacramento County. This partnership will specifically address the needs students in the Sacramento region who face unique economic challenges, including out-of-school and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system.

The Charter School will expand upon these programs that are proven to work for our youth and give them the tools to climb ladders of opportunity and punch their ticket to the middle class and beyond.

The intent of WIOA was to have partnerships like these in order for students to not only graduate (in school youth and out of school youth) college ready, but also career ready. The following table outlines the functions of the WIOA Act and proposed services that will be offered by SAVA-SCUSD staff and services that will be offered by WIOA Providers. See Appendix C and D for an outline and

explanation of our innovative WIOA case management system and accountability for completion of WIOA components by all students.

Table 1.

WIOA Act Functions At SAVA-SCUSD

WIOA Act Functions	Proposed Services @ SAVA-SCUSD	WIOA Providers
• Career Readiness • Career Counseling (For in-school and out of school youth)	• Career Readiness/Exploration curriculum in 9th grade or upon enrollment exploring career clusters • Career counseling for all grade levels • Career research & presentations	<u>One Stop Career Center</u> Providers will offer Career Exploration that focuses on 9th and 10th graders. Career exploration is critical to helping teens prepare for a successful future.
• Workforce Services for the Unemployed and Other Job Seeker- Universal access to job search and labor market information • Advice, counseling and support • Education and skills training • Individual choice of service/career area	• Career interest surveys upon enrollment • Career interest profiler • Strengths explorer assessment • Resume building workshops • Job application training • Job interest and Thank you letters • 11 CTE Pathways (7 complete pathways and 4 pathways under development) • Over 30 CTE classes offered each semester • Guest speakers from industry partners	<u>Work Experience</u> Holding down a job is an important stepping stone to adulthood. With a job, teens are able to better practice independence and self-reliance. This is especially true for teens coming from a background of poverty, allowing them to find the opportunity to live a better life. GSUL will work with students on; How to fill out a job application, interview skills, dressing for success and how to thrive in the workplace. GSUL will work with seniors for job shadowing opportunities and paid/unpaid internships.

<u>Youth (In School and Out of School)</u> • Basic skills assessment • Resources and guidance help to attain educational goals • Leadership development opportunities • Exposure to work environment through training and adult mentoring	• Career interest profiler • Strengths explorer assessment • Individual Success Plans for each student • Student Leadership classes • Service learning projects for all students • Career portfolio being in 9th grade or upon enrollment • Job shadow/Internship opportunities • In depth career dialogue with industry in all 11 career pathways • Mock Interview Panels	<u>One Stop Career Center</u> Providers will work with SAVA-SCUSD staff to administer basic skills assessments and exposure to training and adult mentoring. Providers will provide entry level employment opportunities for SAVA-SCUSD students.
Occupation- and industry-based training programs, including Career Academies, show some promising employment outcomes for youth.	• 11 CTE Pathways • In depth career dialogue with industry in all 11 career pathways • Over 30 CTE classes offered each semester • Job shadow/Internship opportunities within career pathways • Pathway courses offered in high need industry sectors (Construction, Clean Diesel Technology, Medical Field)	SETA and WIOA partners provide research regarding high needs industry sector.
Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low- income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to	• Job shadow/Internship opportunities • Financial planning workshops • 12 articulated CTE courses with local community colleges • College and Career counselor designated to assist SAVA-SCUSD students matriculate to local colleges	<u>Graduating Work Ready</u> Job Readiness is an essential ingredient on the path to professional success. It well known that education and training are important factor to employment, but increasingly the lack of life skills and soft skills have

college or start preparing for a career early.		become the determining factor in job success.
Services to Individuals with Disabilities	• Connect students with disabilities to the Department of Rehabilitation • Job shadow/Internship opportunities	SAVA-SCUSD is enrolling students with the California Department of Rehabilitation
Provides Access to High Quality training (vocational)	• Industry advisory councils • 11 CTE pathways offered at SAVA-SCUSD campuses • 7 college CTE instructors teaching on campus at SAVA-SCUSD each week • Guest speakers from industry partners	SAVA-SCUSD has a partnership with The Carpenters Training Committee for Northern California to provide a Trade Apprenticeship Program for students.

Dashboard Alternative School Status (DASS)

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). This new accountability system, the California School Dashboard (Dashboard), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students.

California *Education Code* (*EC*) Section 52052(g) requires: *The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools .*

As a result, the SBE directed the California Department of Education (CDE) to explore the development of alternative accountability indicators for alternative schools.

At the May 2017 SBE meeting, the SBE approved the recommended participation process for the Dashboard Alternative School Status (DASS) program. The DASS replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning with the fall 2018 release.

As described above, and as allowed under California State Law, the Charter School intends to apply and qualify as a DASS school.

Development and Implementation Team

The development and implementation team for SAVA-SCUSD consists of highly motivated educators and community members with expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. A partial list of the team members include:

- Dr. Cindy Petersen, Gateway Community Charters Superintendent/CEO – ACSA Region 3 Past President, former ACSA State Board Member, FCMAT Board member, EdSource Board member, former Region Coordinator California Network of Educational Charters (CANEC), named the 2013 ACSA Region 3 Superintendent of the Year, over 18 years of experience in charter schools, over 30 years of experience in education; Brandman University Doctoral Program Adjunct Professor. (Staff expertise: administration, oversight, policy, facilities, program development and compliance). Dr. Petersen is the founding Superintendent/CEO for Gateway Community Charters and has been the organizations leader since 2003.

- Michael Gillespie, Assistant Superintendent – 25 years in education with expertise in charter schools and bilingual education. He taught third through sixth grade and started a program for at-risk elementary students. He was a vice principal for two years and a principal of a charter school in Lodi for twelve years. He served on the board of the Central Valley Dual Immersion Consortium and has worked with and is a member of the Charter Schools Development Center. (Staff expertise: dual immersion education, English learners, charter school governance, charter school budgets, professional development, curriculum, and charter school facilities.) Mr. Gillespie joined Gateway Community Charters over 6 years ago with a background in both traditional and charter schools with experience working with English Learners.

- Aaron Thornsberry, Gateway Community Charters Chief Business Official – Over 14 years of experience in the school business arena including both public charter school and traditional school systems. Has experience working with budgets across multiple sites, managing all back office services for charter schools, and working collaboratively with school districts and business services staff. Experience ranges from payroll, accounting, purchasing, auditing, facilities use, technology oversight, and district-wide fiscal oversight. (Staff expertise: fiscal, oversight, and facilities) Mr. Thornsberry has been with Gateway Community Charters for five years, coming from a background of business and educational finance.

- Jason Sample, Gateway Community Charters Chief Communications and Strategy Officer– former elected member of a local school board, non-profit organization Director, over 15 years in educational governance, and over 17 years' experience in non- profit and community development management. (Staff expertise: governance, community outreach, policy, partnership development, and program development). Mr. Sample first served as a

member of the Board of Directors and later as a member of staff and has been with Gateway Community Charters 15 years.

- Dr. Jerry Kosch, Director of Personnel and Academics – 25 Years in education with an expertise in middle grades education. Experience as a systems-wide academic leader and administrator in both public charter school and traditional school systems. Trained as an International Baccalaureate (IB) administrator. Taught middle school and served as a middle school administrator for 13 years. (Staff expertise: International Baccalaureate, Common Core, research-based instructional practices, school leadership, curriculum, professional development, assessment, technology). Dr. Kosch joined Gateway Community Charters 6 years ago with extensive experience in instructional and academic leadership.

- Dr. Patrick Ainsworth, Former Assistant State Superintendent of Public Instruction - Patrick Ainsworth is currently an education consultant, whose clients include school districts, businesses, professional associations, higher education, and researchers. He also serves as adjunct professor and dissertation chair with the Brandman University Doctoral Program in Organizational Leadership and Management. Dr. Ainsworth served for 16 years as the Assistant Superintendent for Secondary Education within the California Department of Education, directing the Career & College Transition Division. (Expertise: education policy, leadership development, career and college readiness, developing organizational capacity, and facilitating business-education partnerships).

- Morri Elliot, SAVA-SCUSD Principal – Morri Elliot has over 10 years of experience in career and technical educational programs, over 6 years of experience in educational administration as both a Principal and Vice Principal, and prior teaching experience working exclusively with at-risk student populations. (Staff expertise: technology, CTE, grant writing, site administration, and program development).

Other key individuals/advisors:

- Eric Premack, Charter Schools Development Center
- Dr. Grant Goold, Dean, American River College, Sacramento Metro Fire District
- Sergey Terebkov, GCC Assistant Director Community Engagement and Development, Slavic-American Chamber of Commerce, SMUD Community Advisory Panel
- Elaine Abelaye-Mateo, Workforce Development Consultant (Everyday Impact Consulting)
- Cassandra Jennings, Greater Sacramento Urban League (WIOA provider)
- Richard Dana, Mutual Assistance Network
- Dana Krause- Umpqua Bank, GCC Foundation, and North State Building Industry Board member
- Dr. Michael Goold, Retired Rancho Cordova Chief of Police
- Young, Minney & Corr, LLP, California's most experienced firm working in the unique area of charter school law
- California Charter Schools Association

EXECUTIVE SUMMARY

Gateway Community Charters has managed a Sacramento Academic and Vocational Academy Charter that is authorized by the Twin Rivers Unified School District. This charter was first approved in 2007 and was renewed for its first and second term in 2012 and 2017 respectfully., Due to the Anderson USD v. Shasta decision regarding locations of resource centers, Gateway Community Charters is seeking to bring it sites into compliance while continuing to serve its significant Sacramento City Unified School District population through this proposed new charter. Sacramento Academic and Vocational Academy (SAVA-SCUSD) will provide a high quality curriculum, instructional support, career exploration, and preparation for students in our community.

We will accomplish this by:

- Emphasizing standards-based curriculum
- Providing parents and guardians with instructional guidance and support
- Identifying student instructional needs and providing personalized educational plans
- Assessing student learning-style, modality and achievement
- Providing access to career opportunities including internships and job shadowing

SAVA- SCUSD proposes to be a public, non-classroom based charter school with a career and vocational emphasis serving students in grades 7 through 12. It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place and then work to explore multiple pathways to meet the multiple challenges for our student population. The school will be open to all students who wish to attend and has a special focus on serving the following student population:

- High risk, out-of-school youth
- Disenfranchised students including wards of the court, dropouts & pregnant/parenting teens
- Students who have not been successful in traditional schools for a variety of reasons.
- 5th year seniors

SAVA-SCUSD students have the opportunity to participate in career exploration, career pathways, and develop technical skills while earning a high school diploma. Currently students are required to complete 20 credits of Career Technical Education (CTE) and participate in a Service Learning Project as part of their educational experience. In addition to CTE and Service Learning, all SAVA students receive WIOA career readiness services for a federal WIOA provider.

SAVA-SCUSD will provide students a flexible learning environment. Students will meet with a teacher-of-record on a weekly basis and attend additional support services based upon academic needs and career interests. Through highly qualified teachers, students will have access to a college preparation curriculum, as well as general curriculum focused on attaining a high school diploma. Educational counselors will be available for academic and personal support. SAVA-SCUSD will offer at least one or more career pathways in the following Industry Sectors:

1. Arts, Media & Entertainment
2. Building Trades & Construction
3. Fashion & Interior Design
4. Hospitality, Tourism & Recreation
5. Public Service
6. Transportation

SAVA in Twin Rivers ("SAVA-TRUSD") has experienced many successes. We are confident with the track record of success that GCC has had with this student population and this type of program, SAVA–SCUSD will experience similar success. The following list is an outline of the success and performance of the SAVA –TRUSD Charter. (Appendix E Charter Performance and Annual Reports to GCC Board).

- **Capturing Kids Hearts National Showcase School 2016-17:** SAVA was nationally recognized as an exemplary model school and was commended for their commitment to building a safe and caring culture for all students.

- **WASC Accreditation:** All GCC schools, including SAVA - TRUSD are WASC accredited.

- **CTE development/implementation:** Developed and implemented career technical pathways and opportunities such as: Beginning and Advanced Wildland Fire, Basic Fire Protection, First Aid, Medical Anatomy, Emergency Medical Response Construction 1, Construction 2, Into to the Kitchen, Food and Nutrition, Culinary, Photography 1, 2, and 3, Digital Video Production, Recording Theory, Recording Workshop, Pro Tools, Fashion Design 1, Fashion Design 2, , Poultry Science 1, Poultry Science 2, Plant Science, Diesel Technology Basics, Diesel Preventative Maintenance, Clean Diesel Retrofit, Clean Diesel Software Support, Diesel Engine Repair, Electric Vehicles, Fitness and Recreation 1, and Fitness and Recreation 2.

- **CCPT Grant:** In 2015, SAVA-TRUSD was granted the CCPT Grant to expand the diesel pathway with American River College. SAVA-TRUSD now has 5 articulated courses in this pathway leading students to a certificate in diesel technology upon completion of the pathway.

- **Articulation with local Community College District – SAVA:** TRUSD has successfully partnered with Los Rios Community College District, Sierra College, and Modesto Junior College to offer articulated classes. At this time, there are 13 articulated classes.

- **10 years of ZERO errors during our compliance/audit:** Demonstrating fiscal stability and commitment to excellence

- **Successful Graduation Rate:** In 2015-16 school year, SAVA-TRUSD graduated 81% of credit eligible students.

- **Graduation requirements:** SAVA-TRUSD is unique in that the requirements of high school graduation include 20 credits of career-technical education (CTE) as well as 5 credits of Service Learning.

- **Enrollment:** SAVA-TRUSD maintained and grew in annual projected enrollment.

- **Achievement Gap:** SAVA-TRUSD has made significant advancements in closing the achievement gap traditionally experienced by African American and Latino students.

- **EL (English Learners) support:** Edge Curriculum was adopted and support labs developed for all students classified as English Learners.

- **Peer tutoring:** SAVA-TRUSD offers peer tutoring and mentoring to students.

- **SAVA Online Curriculum** This innovative approach to education provides a rigorous online curriculum for SAVA-TRUSD students.

- **Cohort Model For Professional Development and Instruction:** Weekly Staff collaboration/professional development: SAVA-TRUSD implements weekly collaboration and/or professional development opportunities for staff in a variety of curriculum, instruction, and social/emotional support areas. Typically collaboration occurs each Monday following staff meetings. Collaboration occurs through Cohort meetings designed to analyze student data and make instructional decisions based on student needs. Additional collaboration occurs through department meetings when cohort content area leads collaborate on curriculum development and implementation strategies. Professional development needs and opportunities are identified through cohort and department meetings and specific offerings designed and provided in the most cost efficient manner possible.

- **Intentional Coherence for Excellence (ICE):** In line with GCC Core Values and inspired by the work of Michael Fullan, GCC has created a strong system wide initiative regarding coherence across school sites. This work includes a significant initiative in 2017-18 partnering with InnovateEd and Future Management Solutions. Additionally, a new system of professional development titled EdCamps has been implemented. EdCamps are employee-led professional development classes in a variety of topics that are open to all staff members.

- **Capturing Kids Hearts:** CKH is a two day school-wide professional development training focused on school culture and student learning. “if you have a child’s heart…”

- **Student Health:** Student Health and Safety is a priority for the GCC; two school nurses provide health services across the GCC schools.

- **A-G curriculum implementation:** SAVA-TRUSD has implemented A-G curriculum in English Language Arts, Mathematics, History/Social Studies, Science and elective courses to facilitate students interested in attending a California four year university or college upon graduation from SAVA-TRUSD.

Charter Goals:

- CTE articulated course completion will increase by 3% (71 students in 15-16).

- Students will show an average scaled score growth of 25 points per semester on Renaissance math and an average scaled score growth of 25 points per semester on Renaissance reading (school-wide and significant subgroups: Hispanic, African American, Low-Income and English Learners).

- ASAM/ DASS Graduation rate will maintain at 80% or increase by 2% annually.

- Attendance percentage will remain at 95% or higher.

- All SAVA students will complete a minimum of one math project that is linked to a real world situation.

  As part of the GCC goal of system coherence across all school sites, all students will complete a real world situation math project during the 2017-2018 school year.

- All SAVA Students will make 1 year's growth in reading for one school year attended.

  SAVA students are assessed in Renaissance STAR Reading three times throughout the school year to monitor growth. All students will be Renaissance tested in May to determine their reading growth for the following school year.

- All SAVA Students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

  As part of the GCC goal of system coherence across all school sites, all students will complete an expository essay which will be graded on a district wide rubric during the school year. SAVA students will complete this essay in the spring.

- 100% of new staff will be trained in Capturing Kids' Hearts.

- Annual student and stakeholder surveys will reflect a respectful, collaborative culture on campus.

- Increase persistence rate (% of all students enrolled for 90+ days) by 3% to greater than 57%.

- Increase persistence rate (% of currently enrolled students enrolled for 90+ days) by 3% to greater than 74%.

- Increase enrollment in CTE classes offered at SAVA by 3 %.

I. Educational Philosophy & Program

Sacramento Academic and Vocational Academy- SCUSD
A 7-12 Charter Public School

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: 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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

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

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

- Education Code Section 47605(b)(5)(A)(iii).

Mission Statement

The mission of Sacramento Academic & Vocational Academy-SCUSD is to provide high quality curriculum, instructional support, career exploration and preparation in a non-classroom based environment for 7-12th grade students. We do this by:

- Emphasizing standards-based curriculum;
- Identifying student instructional needs and providing individualized educational plans;
- Providing access to career opportunities including internships and job shadowing.

It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place. We then work to explore multiple pathways to meet the multiple challenges of our student population.

At SAVA-SCUSD, we will seek to motivate and encourage students to be self-directed, life-long learners. We will provide a safe and friendly environment with a parent, teacher and community involved approach to learning. We will empower students to reach their individual potential by teaching the skills necessary to meet the challenge of a changing society.

Vision

SAVA-SCUSD's vision is to establish a personalized setting, serving a full range of students, designed to foster the transition of students to the world of work or post-secondary education. SAVA-SCUSD students will have the opportunity to meet requirements for graduation with a high school diploma as well as meet the requirements for entry-level employment, apprenticeship programs, post-secondary career technical training or transition to two or four year colleges. SAVA-SCUSD will provide students with:

- A flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional strategies to address student learning styles, 21st Century Learning Skills, and career paths;

- A high degree of personalization, mentoring, and career preparation in a standards-based core curriculum taught using various methodologies including authentic instruction and assessment;

- An instructional program which integrates and bridges independent study, school-based learning and work-based learning;

- A partnership between students, parents, the community, and local employers to provide students with entry-level skills appropriate to their career path;

- The opportunity to participate in community-based Service Learning projects;

- Graduation with a high school diploma and all major components of WIOA for in-school youth employment and/or preparation for the next level of training.

SAVA-SCUSD will have parents and students participate in annual surveys. The results from these surveys will help administration to make decisions and informs initiatives. They will be reviewed in staff meetings, leadership team meetings and by various stakeholder groups.

Education Program Description

School Focus

Although today's high schools are quite skilled at providing four-year college information and assistance, they are less likely to be able to provide quality information on career preparation. While this is reasonable for students with the aptitude and interest for higher education, it is unrealistic and ineffective when applied to students who are struggling within traditional instruction. At-risk youth may perceive their options as 'college or nothing', having few other viable alternatives to consider. While most traditional schools focus on college readiness, SAVA – SCUSD proposes to prepare students to be both college and career ready through our exclusive partnerships with WIOA providers.

SAVA-SCUSD will be unique in that the requirements for high school graduation will include 20 credits of career- technical education (CTE) as well as 5 credits of service learning. Graduating seniors of SAVA-SCUSD will receive a 21st Century Skills Certificate and develop a senior portfolio containing resumes, job applications, letter of recommendations, writing samples, and career presentation. As a result, these students will be better prepared to enter the workforce, an apprenticeship program, continue with technical post-secondary training, or articulate with a four year college.

The SAVA-SCUSD Career Technical Education curriculum and program frameworks are aligned with the California CTE Model Curriculum Standards and will provide a coherent sequence of CTE courses that will enable pupils to transition to postsecondary education programs that lead to a career pathway. The emphasis of this concept is centered on the courses and programs being delivered in public secondary schools across California and other states. The CTE pathway course sequences fulfill the necessary academic requirements for admission to the University of California, California State University and California Community Colleges. The program frameworks show how industry sector skill standards and academic standards compliment and strengthen one another. It aligns industry sector standards with activities that incorporate math, language arts, and other core standards and competency test requirements, preparing students to be college and career ready. Currently SAVA – TRUSD has uploaded their CTE courses into the SCOE CTE Course Outline Database. SAVA –SCUSD proposes to continue this practice.

SAVA-SCUSD will provide instruction through a non-classroom based instructional model. Students will meet with a teacher of record and support staff multiple times per week. Additional instructional support will be available for students requiring assistance with core academics and special needs, as well as career technical education. Other ways students will be engaged instructionally include field trips, guest speakers, workshops, athletic offerings, clubs, college visits, job shadowing, mentoring, etc. In addition to direct instruction and work review, students will complete additional work assignments independently. The school will meet all state requirements regarding minimum number of school days and annual instructional minutes.

Student enrollment will be governed by a master agreement expressing responsibility that is signed by the student and parent or guardian. A student who is eighteen or over has the responsibility for signature. SAVA-SCUSD will support its students and parents with specialists, teachers, mentors, and shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent, and each adult student, with the assistance of administrators, teachers, advisors and mentors, shall design, consistent with SAVA-SCUSD student standards and policies, appropriate educational plans, curricula and assignments based upon the student's educational needs, interests and objectives. In addition, they shall sign a master agreement contract with SAVA-SCUSD that clearly describes the student's educational goals and curriculum for each school year the student is enrolled at SAVA-SCUSD. All independent study master agreements shall state the student's courses of study and, if applicable, the credits the student will receive upon successfully demonstrating competence and completing the course of study.

Educational Philosophy

How Learning Best Occurs

SAVA-SCUSD believes that learning best occurs when:

- The instructional staff creates intellectual, social, and physical conditions that simulate real-life work situations and stimulate young people to act in productive, cooperative, and self-directed ways.

- Flexibility and diversity in instructional practices is the norm.

- Assessment is authentic and predicated on the demonstration of mastery of key learning expectations for each course.

- The expectations are aligned with the Common Core State Standards and 21st Century Learning Skills and when applicable, delivered with and accessed by appropriate technology.

- The instructional program, when possible, includes placement of students in business or industry-based internships that apply the academic lessons learned to their selected career path.

- Education is delivered with a career focus.

- Students take an active part in the entire process.

During orientation, SAVA-SCUSD students will first be introduced to the school's expectations. Each student will be given a student handbook that clearly states the school's expectations in detail. Students and their parents will be required to sign the master agreement (Appendix F).

Teachers will have a multitude of tools for articulating student standards and expectations. Teachers will use strategies such as: frontloading, modeling, summative and formative assessments, and clearly explaining the objectives and expectations for each lesson and/or assignment. All teachers will ensure that academic expectations are clearly defined for every student.

Common Core State Standards are embedded in all of the school's proposed curriculum. Courses will specifically state the standards that are addressed in each lesson. The core curriculum at SAVA-SCUSD will also contain clear objectives that go with each lesson. Students will read or view via video all lesson objectives before they start their assignment.

Each student will be given an individualized success plan that may prescribe differentiated instruction based on their learning needs, abilities and interests. Individual success plans for students will be used to maximize academic growth over the course of the year. These plans will be created during the student's weekly appointment with their teacher of record and implemented throughout each academic week. SAVA-SCUSD will allow teachers to individualize instruction for each student, as we believe this has a dramatic positive impact on the student's learning. Students will be more involved in their learning and will take pride in and ownership of their learning because the instruction is built around them. Teachers will differentiate instruction through scaffolding, background knowledge, multiple intelligences, peer teaching, graduation and career goals, support labs, conversations, modeling, pacing and using students' strengths in every subject.

SAVA-SCUSD teachers will use RTI (Response to Intervention) to make accommodations and modifications for student course work and to differentiate instruction. RTI will be clearly stated on the student's weekly success plan and the RTI process will be individualized for every student the "grid of 9" clearly articulates the differentiation and curriculum adaptations to the students and parents. These modifications are: quantity of practice, time, and level of support, input, difficulty, output, participation, alternate goals and functional curriculum. (Appendix U)

Students will be assessed with Renaissance Learning CCSS-aligned STAR Reading and Math adaptive tests three times throughout the school year, with the first test taking place upon enrollment at the school. The second assessment will be given mid-year to monitor progress and the final test will occur at the end of the school year to measure academic growth. The results of these assessments will determine grade level reading and mathematics performance and will be used as the basis for placement in intervention curriculum when needed. The Renaissance STAR Reading and Math assessments will also serve to provide data for use in instructional planning for math and reading. All teachers will participate in a cycle of inquiry to review student assessment data, create an intervention plan, monitor progress and measure academic growth. Information gathered from this process will then be used to set proficiency goals and intervention plans for the following semester.

As part of SAVA-SCUSD's RtI process, students in targeted intervention may receive additional instructional support from credentialed teachers and para-educators. Students requiring intensive individual intervention may have to participate in additional support classes, use an alternate curriculum or be required to attend school for multiple hours each day to help meet their learning needs. Intervention classes will vary in length depending on the level of intervention needed for each

student. The content will address building fundamental skills and addresses Common Core State Standards for Reading, Writing, Speaking/Listening and Math.

Research Supporting Instructional Delivery

- **Youth Workforce**: WIOA presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work. (US Department of Labor 2014)

- **Building Healthy Relationships**: The relationship between teachers and students has a profound impact on student behavior motivation and achievement (Davis et al, 2002). Research studies suggest that the quality of students' school relationships, particularly students' relationships with teachers influence students' social emotional adjustment (Pianta, Nimetz, & Bennett, 1997; Resnick et al., 1997, Ryan et al., 1994), motivation (Roeser, Midgley, & Urdan, 1996; Wentzel, 1997; Ryan, Gheen, & Midgley, 1998), and academic success (Goodenow, 1993a,b; Mudock, 1999; Davis, 2001a).

- **Mentoring**: Mentoring provides an alternative for youth whose parents are unable to fulfill a mentoring role and serves as an additional resource for youth whose parents are engaged in their lives. Research has shown mentoring to be particularly effective for youth who face environmental risk factors such as poverty (Rhodes and DuBois, 2006). In this context, mentoring should be explored as one component of the overall remedy to the high school dropout crisis. Although mentoring has traditionally been an intervention geared more toward younger students (i.e., elementary and middle school students) (Bernstein et al., 2009; Herrera et al., 2007), it holds unrealized potential in serving high school students. A mentor could be uniquely positioned to help a young person navigate the process of transitioning from high school to postsecondary education, work, or career training.

- **Rigorous Instructional Practices:** SAVA-SCUSD will incorporate a model of instruction into the school program developed by Dr. Robert Marzano and the Learning Sciences Marzano Center, which focuses on 13 essential teaching strategies necessary for rigorous instruction. These strategies will be infused into SAVA-SCUSD professional learning activities and implementation will be monitored through the teacher evaluation process. Additional information regarding the thirteen strategies are outlined further in the document. (Dr. Marzano and Dr. Toth, 2014)

- **Technology**: SAMR is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students. (Puentdedura 2014)

- **Career Technical Education**: High School students involved in Career Technical Education (CTE) are more engaged perform better and graduate at higher rates. CTE prepares youth and adults for a wide range of high wage, high skill, and high demand careers in the new global economy. CTE is seen as a strategy for real world learning opportunities and a pathway to post-secondary education. (Source: The Association for Career and Technical Education, U.S. Department of Education Office of Career Technical and Adult Education)

- **Contextual Learning**: In his book, The Neglected Majority, Dale Parnell speaks to the power of contextual learning and the dramatic increase in motivation that occurs when students can see a logical application to learning. For some students, the regular curriculum will simply not work…other students will need some form of theme program to catch and hold their interest. (Parnell 1997)

- **Academic Programs in Alternative Education**: Alternative education is defined as schools or programs that are set up by states, school districts, or other entities to serve young people who, for a variety of reasons, are not succeeding in a traditional public school environment. The creative and individualized environments of these educational programs serve to reconnect and reengage out-of-school youth providing them with an opportunity to achieve in a different setting using innovative learning methods. While there are many types of alternative schools and programs, they are often characterized by their flexible schedules, smaller student-teacher ratios, relevant and career oriented themes, and modified curricula. (Ruzzi and Kraemer 2006)

- **Connection to Workplace Expectations**: "American schools isolate youth from adults and from workplaces and other community settings. Weak links between school and work … cloud young people's futures, obscuring their perception of how their current behavior is likely to affect their prospects for the future. Learning to work means learning to be an adult." (Hamilton 1990 Apprenticeship for Adulthood: Preparing Youth for the Future) "One reason that students going right to work after school have so little motivation to study hard is that they see little or no relationship between how well they do in school and what kind of job they will get after school." (National Center on Education and the Economy, *America's Choice: High Skills or Low Wages* 1990).

- **21st Century Skills**: The partnership for 21st Century Skills has highlighted a wide range of high-level skills that are important in the fastest growing job sectors. These skills include critical thinking and problem solving, excellent communication, collaboration, and creativity and innovation skills (http://www.p21.org).

- **Relevance for Students**: "Students understand the relevance of their learning experiences beyond school – how academic and career technical knowledge are applied in industry. They also understand how their learning links to their own future career aspirations and the additional education that may be required to realize these aspirations. " (Preparing High School Students for Successful Transitions to Postsecondary Education and Employment, M. Bangser 2008)

- **Personalization and Support**: "Pathways provide students with smaller school environments; the students are known by their teachers, peers, and other school staff; and they develop a sense of community. Students' academic, social, psychological, or logistical needs are readily discerned and addressed." (Multiple Pathways to Student Success: Envisioning the New California High School Executive Summary, California Department of Education 2010)

- **Data-driven School Improvement**: "Most decisions made in a school are based on some kind of information. Therefore, schools already have a culture of data-based decision making, but most do not realize this….the existing data-driven culture can become explicit, paving the way for a culture of data-driven school improvement." (The Principal as Data-Driven Leader: Leading Student Achievement series, 2009)

What It Means To Be An Educated Person In The 21st Century (SAVA-SCUSD's Student Learning Outcomes)

An educated person in the 21st century is a self-motivated, competent, confident, lifelong learner with the life and content skills, attitudes, and discipline to be successful in careers. An educated person in the 21st century is prepared to be an adaptable, contributing, and responsible member of society. SAVA-SCUSD will strive to prepare students to have "GRIT" in the 21st Century: Growth, Responsibility, Independence and 21st Century Skills:

SAVA-SCUSD Proposed Student Learning Outcomes (SLOs)

SAVA-SCUSD students will demonstrate GRIT:

Growth

- SAVA-SCUSD students will demonstrate growth by:
  - making progress toward and beyond grade-level competencies in all core subjects
  - utilizing school resources in order to achieve academic success
  - viewing obstacles as opportunities to persevere and succeed
  - building positive, caring relationships with peers, school staff and community members

Responsibility

- SAVA-SCUSD students will demonstrate responsibility by:
  - taking part in meaningful service within their community
  - exploring career pathways through CTE courses
  - making sound decisions about physical, emotional and mental health

Independence

- SAVA-SCUSD students will demonstrate independence by:
  - being self-directed and accountable for their learning

- developing foundational skills for transition to college, career, and real world experiences
- working independently and collaboratively to apply knowledge and skills

Twenty-First (21st) Century Skills

- SAVA-SCUSD students will demonstrate Twenty-First Century Skills by:
  - demonstrating creativity in exchanging and presenting ideas through a wide variety of technologies
  - listening actively, sharing ideas, and conveying thoughts to communicate effectively
  - demonstrating critical thinking skills necessary for college and career opportunities

Goals of the SAVA-SCUSD Educational Program

SAVA-SCUSD's educational program goals include but are not limited to the following:

- Students will see a connection between the behavior and attitudes they are being asked to demonstrate at school, in the community and in the workplace.
- Students will have opportunities to work cooperatively with other students and to be a productive and contributing member of a team.
- Students will have the opportunity to apply academic skills and knowledge to complete meaningful projects and solve challenging and real problems.
- The teaching of character traits and basic life skills will be evident and consistent.
- Students will be aware of what they are expected to learn, know what they have learned, and know what they still need to learn.
- Students will be encouraged to understand and appreciate their individual uniqueness and how their talents and abilities can be used to benefit themselves and others.
- Teachers will not only teach, but also mentor and coach students.
- All staff will be seen as role models and will mentor SAVA-SCUSD students.
- Parents/guardians will be welcomed as active partners in the school and in their student's academic success.

- Community members may work with students individually and in small groups to provide mentoring and to teach students the skills and attitudes of successful employees and community members.

- Through the charter school we will create a structure and instructional methods to provide a learning environment, which enables students to become independent, self-motivated, competent and lifelong learners.

The Population the School Desires To Educate

Table 2: E1- Educational Program

E1 - Educational Program																
	2015-16	2016-17	2017-18	2017-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18
Students Served	***Total #***	***Total #***	***Total #***	***Total %***	***7 #***	***7%***	***8 #***	***8%***	***9 #***	***9%***	***10 #***	***10%***	***11 #***	***11%***	***12 #***	***12%***
- Total Enrollment	*849	*928	**807	100%	9	100%	20	100%	42	100%	122	100%	189	100%	425	100%
- In District (SCUSD)	350	411	366	45%	3	33%	8	40%	16	38%	54	44%	83	44%	202	48%
- Out of District	499	517	441	55%	6	67%	12	60%	26	62%	68	56%	106	56%	223	52%
- EL	110	114	93	12%	0	0%	3	15%	7	16%	16	13%	16	8%	51	12%
- SPED	171	197	186	23%	3	33%	3	15%	6	14%	25	20%	38	20%	111	26%
- FRPM	696	767	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available	not yet available
- Foster Youth	7	16	12	1%	0	0	0	0	1	2%	2	2%	1	0	8	2%
- Homeless	13	19	19	2%	0	0	0	0	0	0	2	2%	6	3%	11	3%
- African American	247	266	218	27%	1	11%	3	15%	6	14%	34	28%	49	26%	125	29%
- American Indian or Alaska Native	41	35	31	4%	0	0	0	0	0	0	5	4%	10	5%	16	4%
- Asian	9	8	9	1%	0	0	0	0	0	0	0	0	2	1%	7	2%
- Filipino	13	15	9	1%	0	0	0	0	1	2%	0	0	2	1%	6	1%
- Hispanic or Latino	285	351	321	40%	3	33%	10	50%	21	50%	54	44%	73	39%	160	38%
- Pacific Islander	6	13	14	2%	0	0	2	10%	0	0	1	0	2	1%	7	2%
- White	197	200	163	20%	4	44%	5	25%	14	33%	20	16%	43	23%	77	18%

- Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Other	51	40	42	5%	1	11%	0	0	0	0	8	7%	6	3%	27	6%
* 2015 & 2016 end of year data																
** 2017 year to date data as of 9.6.17																

SAVA-SCUSD will have a special focus toward 7th through 12th grade high risk, out-of-school youth, disenfranchised students, wards of the court, recovered dropouts, pregnant/parenting teens and students who have not been successful in traditional schools for any reason. However the school will be open to all students who wish to and are geographically[4] eligible to attend, regardless of historical academic performance level.

SAVA-SCUSD will provide a viable educational choice for parents and students interested in a curriculum that emphasizes contextual and work-based learning in a small, personalized setting. SAVA-SCUSD will provide both academic and career preparation in its curriculum design and program offerings. SAVA-SCUSD plans to implement service learning and community involvement in the education program.

SAVA-SCUSD anticipates the student population to be primarily disenfranchised students who have been less than successful in traditional school environments. The student body will be ethnically diverse and socio economically challenged. SAVA-SCUSD will enroll students from a large geographic area within Sacramento County.

The GCC through its SAVA-TRUSD program has historically served a culturally diverse student population representing numerous ethnic subgroups within the communities in which the sites are located. SAVA – TRUSD has historically served a large number of students from multiple ethnicities or pupils who decline to state their ethnicity. 85% of the students at SAVA-TRUSD are of an ethnicity other than White. Currently the largest subgroups are Hispanic/Latino, African American, and Asian**.**

Table 3: 16-17 SCUSD students served by SAVA TRUSD
Based on total of 663 students *Total Enrollment

Hispanic	277	42%
Black	183	28%
White	124	19%
Asian	34	5%
All Other	43	6%

[4] As limited by Education Code Section 51747.3.

Gateway Community Charters has nearly 15 years' experience in the greater Sacramento area serving youth who are unserved, underserved, at risk disenfranchised, and disengaged in the traditional educational system. GCC has created multiple successful programs that serve this highly transient population. It is anticipated that SAVA-SCUSD will serve a student population that is highly transient with significant educational needs that are best met in alternative educational settings such as the proposed charter school.

The students proposed to be served by SAVA-SCUSD are reflective of the surrounding communities of south Sacramento, The implementation and development team has extensive experience working with student populations that mirror the demographics of the surrounding community, such as significant numbers of free and reduce lunch participants as well as English language learners.. The 2010 U.S. Census Bureau reported the area that SAVA-TRUSD students come from have a population of 192,186. The racial makeup of the general area is 30.2% White, 21.7% African American, 4.0% Native American, 15.6% Asian, 8.0% from other races, and 21.6% Hispanic or Latino. 28% of residents in these communities are living below the poverty level with 23% living in renter occupied apartments. The communities are supported by a number of community based organizations and neighborhood association groups. According to a report from the Child Abuse Prevention Center of Sacramento, parts of the South Sacramento area have been identified as having significant economic challenges that create many risk factors for youth. Over 60% of students in the identified area are eligible for free and reduced lunch. Historically, SAVA-TRUSD has served a population with a free and reduced lunch rate of 80%. In addition, this area of Sacramento County is ranked as one of the highest for child and infant death, injury and youth violence.

Strategies for Assuring Rigorous Instruction at SAVA-SCUSD

SAVA is exploring the connections that Marzano's research makes and finding ways to implement it in the independent study setting as appropriate.

What Rigor Looks Like

According to the Marzano Center (2014), Common Core State Standards and state versions of college and career readiness standards require more clarity in the progressions of learning being addressed in class. Teachers need to plan for not only what students should understand and be able to do by the end of the learning cycle, they need to scaffold their instruction from facts and details to robust generalizations and processes in order to reach these rigorous standards. As part of this clear progression of learning, students need more opportunities to apply their knowledge and make inferences based on what they are learning. The shift to rigorous standards also requires students to make and defend claims with sound evidence including grounds, backing, and qualifiers as part of utilizing the knowledge they acquire in class.

Throughout this progression of learning, guided student autonomy should also be an area of focus. Students should frequently be asked to evaluate the validity and accuracy of their thinking and beliefs. At the conclusion of a learning cycle, students should be able to demonstrate the standard

independent of help and describe how the details of the lesson built to support bigger ideas and processes.

Marzano's 13 Essential Classroom Strategies for Achieving Rigor

SAVA-SCUSD will incorporate a model of instruction into the school program, developed by Dr. Robert Marzano and the Learning Sciences Marzano Center, which focuses on 13 essential teaching strategies necessary for rigorous instruction, as applicable to non-classroom based settings. These strategies will be infused into SAVA-SCUSD professional learning activities and implementation will be monitored through the teacher evaluation process.

The Marzano Center's Essentials for Achieving Rigor Model posits that, while many factors influence student learning, the greatest contributor to student achievement is classroom instruction (Rockoff, 2004). The Model scaffolds instruction through the taxonomy from content retrieval to knowledge utilization and provides teachers with the tools they need to intentionally align their instruction with higher taxonomic levels as well as purposefully plan for student autonomy. While the 13 strategies are listed in a linear fashion, they may be used in any phase of instruction, from building foundational content, to deepening content, to utilizing knowledge and skills to engage in complex tasks.

The 13 essential strategies are:

- **Identifying critical content.** As described above, teachers/specialists will identify which information or skills are critical to mastery of the standards on which they are working. The teacher/specialist will highlight this crucial information throughout the lesson and across the unit, to enable students to focus on key points, helping them build a logical foundation on which to build from simpler to more complex.

- **Previewing new content.** Previewing allows for students to access prior knowledge and analyze new content. It may be used in any level of lesson to connect new content to previously learned information.

- **Organizing students to interact with content.** Students will be organized into appropriate groups that facilitate their interaction with content. Shared experience and cooperative learning are essential building blocks of the teaching-learning experience (Marzano & Brown 2009). Whether it's learning introductory content or knowledge utilization, students are provided help regarding how to collaborate in a manner that will help them interact with content and ways they might focus on cognitive or conative skills.

- **Helping students process content.** This strategy systematically engages student groups in processing and generating conclusions about content. Note: For the student-centered classroom, the focus shifts from teachers/specialists to student. The teachers/specialists is "helping students process content." Inherent in this phrase is that students are expected to

work with, summarize, and elaborate on content, not just listen as the teacher discusses or lectures.

- **Helping students elaborate on content.** Helping students elaborate requires students to make inferences about the information addressed in class. Equally important, students will be asked to provide evidence and support for their inferences. This strategy has great purpose in any lesson.

- **Helping students record and represent knowledge.** This strategy allows students to create their own representations of the content and processes with which they are interacting. Rigorous standards highlight the need to expand the types of representations elicited from students to include mental models, mathematical models, and other more abstract representations of content.

- **Managing response rates with tiered questioning techniques.** The teachers/specialists purposefully asks questions with ascending cognitive complexity in order to support students in deepening their thinking and content. In addition to ensuring that all students respond, the teachers/specialist ensures that student responses are backed up by evidence.

- **Reviewing content.** Reviewing content engages students in a brief review that highlights the cumulative nature of the content. For rigorous standards, the teacher also reviews activities to ensure that students are aware of the "big picture" regarding the content.

- **Helping students practice skills, strategies, and processes.** With this strategy, students perform the skill, strategy, or process with increased competence and confidence. The shift in instructional practice to demonstrate rigorous standards also requires students to both develop fluency and alternative ways of executing procedures.

- **Helping students examine similarities and differences.** This strategy engages students in activities such as comparing, classifying, and creating analogies and metaphors that address the "big ideas" and "conclusions" as well as specific details. The strategy can be useful not only when students are deepening their thinking but throughout the learning cycle. There are times when examining similarities and differences is appropriate for previewing, but it is also a highly effective strategy when students are asked to analyze at a deeper level, or to utilize their knowledge to solve a real-world problem.

- **Helping students examine their reasoning.** With this strategy, students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures. The shift to rigorous standards requires the analysis of

information for errors or fallacies in content or in students' own reasoning, as well as the examination and critique of the overall logic of arguments.

- **Helping students revise knowledge.** Students revise previous knowledge by correcting errors and misconceptions as well as adding new information. Additionally, this instructional strategy involves viewing knowledge from different perspectives and identifying alternative ways of executing procedures. This strategy allows students to build a sense of themselves as active learners as they broaden and deepen their knowledge throughout a unit of instruction.

- **Helping students engage in cognitively complex tasks**. Engaging in cognitively complex tasks is not merely an end-of-unit or culminating activity. Students must begin to "live" in a land of cognitive complexity. Students who are presented with a complex knowledge utilization task at the end of a unit, for instance, with no questions, tasks or activities built-in along the way that required them to use that level of thinking, will have much more difficulty making meaning of the task. Effective teachers incorporate "short visits" throughout the unit to help build student capacity for complex tasks.

Core Subjects: 7-12

SAVA-SCUSD will deliver a comprehensive instructional program through various instructional structures and strategies. As the Charter School intends to reach a demographic of highly at-risk, underserved students who have a history of low academic achievement, an extensive effort will be made to re-engage these students in school and guide them through standards aligned curriculum. SAVA-SCUSD's curriculum will primarily consist of online curriculum for core content areas and classroom based courses for most career and technical education pathway offerings.

Common Core State Standards

Common Core State Standards will drive the instructional program and will be incorporated into career and technical education courses as well.

Content development relating to SAVA-SCUSD's core curriculum will be primarily informed by the Common Core State Standards, The Next Generation Science Standards, CA History/Social Science Standards, other state-adopted standards, California's English Language Arts and English Language Development Frameworks and Standards and development of 21st Century Skills. Learning expectations will define what students are expected to know within each course. Standards for each learning expectation describe what students are expected to do to certify mastery of learning expectations. Thus, a student's record of credits will directly correlate to a student's level of achievement.

English/Language Arts

SAVA-SCUSD will provide a broad course of study of English Language Arts grounded in Common Core State Standards (CCSS) and based on the California English Language Arts Framework. SAVA-SCUSD teachers' instruction in all courses will focus on critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language.

SAVA-SCUSD's English Language Arts program will be aligned with the State Board of Education's (SBE) belief (expressed through the Framework) that all of California's students develop readiness for college, careers, and civic life by the time they graduate from high school and that they attain the following Capacities of Literate Individuals (as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO):

SAVA-SCUSD students will demonstrate independence.

SAVA-SCUSD students will be able to, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they will be able to construct effective arguments and convey intricate or multifaceted information. Likewise, students will be able to independently discern a speaker's key points, request clarification, and ask relevant questions. They will build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they will demonstrate a command of standard English and acquire and use a wide ranging-vocabulary. More broadly, they will become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

SAVA-SCUSD students will build strong content knowledge.

SAVA-SCUSD students will establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They will become proficient in new areas through research and study. They will read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They will refine and share their knowledge through writing and speaking.

SAVA-SCUSD students will respond to the varying demands of audience, task, purpose and discipline.

SAVA-SCUSD students will adapt their communication in relation to audience, task, purpose and discipline. They will set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They will appreciate nuances, such as how the

composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They will also know that different disciplines call for different types of evidence.

SAVA-SCUSD students will comprehend as well as critique.

SAVA-SCUSD students will be engaged and open-minded-but discerning-readers and listeners. They will work diligently to understand precisely what an author or speaker is saying, but they will also question an author or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

SAVA-SCUSD students will value evidence.

SAVA-SCUSD students will cite specific evidence when offering an oral or written interpretation of a text. They will use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they will constructively evaluate others' use of evidence.

SAVA-SCUSD students will use technology and digital media strategically and capably.

SAVA-SCUSD students will employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They will tailor their searches online to acquire useful information efficiently, and they will integrate what they learn through technology with what they learn offline. They will become familiar with the strengths and limitations of various technological tools and mediums and will be able to select and use those best suited to their communication goals.

SAVA-SCUSD students will come to understand other perspectives and cultures.

SAVA-SCUSD students will appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students will actively seek to understand other perspectives and cultures through reading and listening, and they will be able to communicate effectively with people of varied backgrounds. They will evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students will be able to vicariously inhabit worlds and will have experiences much different than their own.

In addition to providing SAVA-SCUSD an English Language Arts curriculum that develops readiness for college, careers, and civic life by the time they graduate from high school, SAVA-SCUSD teachers will strive to create "broadly literate" students - recognizing that reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively – is necessary for life in today's global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics. Texts are formal and informal; they include picture books, chapter books, text books, song lyrics, plays, short stories, poems, essays, speeches, Web sites, blogs, social media, advertisements, graphic novels, newspapers, magazines, scholarly journals, and more. In addition, they include performances, such as drams, musicals, concerts, poetry and spoken word,

dance, opera, news programs, and more. A person who is broadly literate enjoys texts for the pleasure they bring, the ideas they convey, the information they impart, the wisdom they offer, and the possibilities they uncover.

Finally, utilizing the English Language Arts curriculum as a vehicle (as well as other curricular areas), SAVA-SCUSD will work to prepare students for living and learning in the 21st century though offering an education that promotes critical thinking, creativity, communication, and collaboration along with technology skills and global competencies.

Mathematics

Students will be offered a broad course of study in mathematics which is aligned with the Common Core State Standards. This will include, but not be limited to, algebra I and II, geometry/Integrated Math 1 and 2, pre-calculus, and calculus.

Teachers will be expected to focus on the Standards, concepts, and Standards for Mathematical Practices outlined in the Common Core State Standards.

- Teachers will connect the concepts within and across the grade levels in order to build on the foundations from previous courses of study.
- Teachers will work with student to improve fluency and accuracy with simple calculations and to develop a variety of methods to make sense of simple calculations.
- Teachers will work closely with students to develop a deep understanding of math concepts before moving on to other concepts.
- Teachers will also work with students to help them choose the appropriate methods for solving problems independently and without assistance.
- The Standards for Mathematical Practice outlined below will guide the instructional practices of the teachers at SAVA-SCUSD.

Standards for Mathematical Practice:

Make sense of problems and persevere in solving them

Students will work to explain the meaning of a problem and actively look for ways that it can be solved by analyzing the known facts of a problem and the goal of the problem. Students will work to analyze the math problem, use previous math experiences to formulate theories about the form and meaning of the solution, and plan a pathway to get there.

Reason abstractly and quantitatively

Students will make sense of quantities and their relationships when problem by using symbols to represent mathematical situations. Students should be able to use the different properties of operations and objects flexibly.

Construct viable arguments and critique the reasoning of others
Students will be able to distinguish correct reasoning from that which is flawed by consulting definitions, theorems and previously established results. They will be expected to "argue" their mathematical opinions using mathematical language to support or oppose the work of other students.

Model with mathematics. Students will have the skills take what they've learned in math class and apply it to situations they encounter in everyday life.

Use appropriate tools strategically
Students will consider the tools they have available to them and should be able to identify which tool will be most helpful and use it appropriately.

Attend to precision
Students will use mathematical definitions to clearly and accurately explain their reasoning and should be precise about the mathematical conclusions they reach.

Look for and make use of structure
Students will be able to discern patterns and structures in math. Students will be expected to break apart problems and numbers into familiar sets and note regularity in the way things cancel out when expanding an equation.

Look for and express regularity in repeated reasoning
Students will recognize when calculations are repeated and be looking for ways to generalize how other problems they have solved can help them with their current mathematical problems.

Social Science

SAVA-SCUSD will provide a broad and rigorous course of study of History-Social Science based on the California History-Social Science Framework. SAVA-SCUSD teachers' instruction in all courses will focus on developing inquiry-based critical thinking skills, improving reading comprehension and expository writing ability, and promoting an engaged and knowledgeable citizenry in history and the related social sciences. The History-Social Science program will be aligned with the State Board of Education's (SBE) belief (expressed through the Framework) that History, Civics and Government, Geography, and Economics, are integral to our shared mission of preparing California's children for college, careers, and civic life. These disciplines will develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. SAVA-SCUSD's History-Social Science program will offer students the opportunity to learn about the world and their place in it, think critically, read,

write, and communicate clearly. Student will receive a history–social science education that will shape how they participate in their world.

Following the California History-Social Science Framework, middle school students will study the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends into subsequent civilizations such as the ancient Israelites, Greeks, and Romans. Middle school students will analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions. Students will learn about these developments through a variety of primary and secondary documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance. Through their study of medieval and early modern history and geography, students examine the rise and fall of empires, the growth of commercial, technological, and cultural exchange, and the consequences of increasing population density and movement in Afro-Eurasia and the Americas.

In high school, students will analyze the connections between events at home and abroad as people, products, diseases, technology, knowledge, and ideas spread around the world as never before. Students survey economic, political, and social revolutions and the increasing impact of humanity on the natural and physical environment. They also investigate imperial expansion and the growth of nation-states, two world wars, decolonization, the cold war, globalization, and unresolved conflicts that continue to affect the world today. SAVA-SCUSD high school students will study the fundamental properties of American democracy as stated in the California Frameworks and will examine the following:

- Rights and Responsibilities of Citizens in a Democracy
- Fundamental Principles of Civil Society
- The Three Branches of Government as Established by the U.S. Constitution
- The Work of the U.S. Supreme Court
- The Electoral Process
- Federalism: Different Levels of Government
- The Role of the Media on American Public Life
- Challenges of Democracy

Science

Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas (Physical Science, Life Science, Earth/Space Science, and Engineering, Technology and Applications of Science) and crosscutting practices. Strategies will include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.

In order to ensure effective transition and implementation of the Next Generation Science Standards (NGSS), in 2015, Gateway Community Charters (GCC) created a NGSS Implementation Plan/Timeline to guide our seven charter schools. This implementation plan will include SAVA-SCUSD. The GCC implementation plan is based on the *Next Generation Science Standards Systems Implementation Plan for California*. The GCC plan sets a roadmap to achieve dramatic and necessary transformations in how science will be taught in every school across the GCC. The GCC plan builds upon lessons learned from California's experience implementing the Common Core State Standards and seeks to follow the Guiding Strategies as described in the *Next Generation Science Standards Systems Implementation Plan for California.* These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. GCC is focusing on the following key areas as mentioned in the Guiding Strategies that occur during the Awareness, Transition, and Implementation phases of the *NGSS Systems Implementation Plan for California*: Professional learning, instructional resources, assessment, education of parents/guardians, and collaboration with key stakeholders.

Gateway Community Charters NGSS Implementation Timeline

2015-2016

- GCC Administrative team introduced to key components of NGSS – Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas at GCC
- Admin/Teachers attend outside/school level PD regarding NGSS

- Initial discussions held regarding integrated vs. subject matter approach to teaching DCIs for secondary schools (COAMS/Futures collaboration and articulation)
- Science CAASPP CST implementation in grades 5, 8, 10

2016-2017

- Teachers/Paras introduced to key components of NGSS – Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas (DCI) at site level PD
- Admin/Teachers attend outside/school level PD regarding NGSS
- Teachers begin to implement NGSS Science and Engineering Practices and focus on Crosscutting Concepts
- Discussions continue regarding integrated vs. subject matter approach to teaching DCIs in secondary schools (COAMS/Futures collaboration and articulation)
- Science CAASPP CST implementation in grades 5, 8, 10

November 2016 – SBE likely to take action on proposed Science Curriculum Framework

Spring 2017 – Census Pilot Testing Year for NGSS Assessment

Spring 2017 – GCC Schools decide what approach they will take to NGSS course Structure and implementation

2017-2018

- Admin/Teachers attend outside/school level PD regarding NGSS
- Teachers continue to implement NGSS Science and Engineering Practices and focus on Crosscutting Concepts
- Schools plan and collaborate regarding DCI implementation
- Science CAASPP CST implementation in grades 5, 8, 10

Spring 2018 - Field Testing Year for NGSS Assessment

2018- 2019

- Admin/Teachers attend outside/school level PD regarding NGSS
- All GCC teachers implement NGSS Science and Engineering Practices, Crosscutting Concepts, and full NGSS DCI
- Schools plan and collaborate regarding DCI implementation
- Schools review new NGSS instructional materials

Fall 2018 – Instructional materials adoption by SBE

Spring 2019 – Administration of Operational NGSS Science Assessments

Data-Driven Instruction

SAVA-SCUSD will use multiple data elements including formal and informal, state and local, diagnostic, formative, and summative assessments to inform instructional decisions.

Diagnostic

SAVA-SCUSD will use three types of diagnostic assessments to identify student strengths and areas for growth in English Language Arts and Mathematics. Renaissance Learning, STAR Reading, and Math Assessments will be administered to each student during the first month of each new school year or within one week of enrollment at SAVA-SCUSD. Renaissance STAR Reading and Math assessments will be administered two additional times a school year in order to measure growth towards benchmarks. The STAR assessments will identify students' current grade level performance and appropriate work level for reading and math.

Benchmark Assessments (Formative)

Periodic benchmark assessments will be administered in all content areas as students' progress through the curriculum. Chapter tests and mid-term exams will be used to assess content mastery. Benchmark assessments will be administered approximately every three weeks. Students scoring below passing grade will be re-taught content and will be allowed to re-test as they move forward in the curriculum. Teachers will also use the benchmark assessments to identify areas of focus for instruction. If trends become apparent teachers review curriculum and instructional strategies to modify and/or adapt appropriately in order to increase student learning. Results of benchmark assessments will be analyzed at the school level, teacher level, and student level to identify potential strengths and areas of growth in curriculum and instructional strategies as well as student success. If students are not making adequate progress, a multi-tiered system of supports will be put in place to support the intervention process. The Response to Interventions (RtI) and the GRID of 9 process will be implemented to assist student learning.

Summative Assessments

SAVA-SCUSD will be using summative assessments, including state tests, to measure end of course and end of year outcomes. The results of these assessments will include mastery or proficiency levels achieved at the end of a semester or year.

The results of exams will be analyzed at the school, teacher, and student level. Results of summative assessments will be used to place students in the following year's courses and provide baseline data from which to measurement growth for the following year.

Data Analysis Tools

SAVA-SCUSD proposes to use Illuminate Education as a student data collection, analysis, and reporting tool to efficiently and effectively examine student achievement data. Some examples of Illuminate Education analyses are provided. (Appendix G)

Demographic Data

Demographic data including but not limited to student grade level, socioeconomic status, English learner status, ethnicity, and parent education level will be used to analyze program success across significant subgroups. If trends become apparent within or across subgroups, staff will reevaluate strategies, techniques, and resources in order to better serve all students.

School Culture Data

School culture data will be collected through satisfaction surveys periodically throughout the year. SAVA-SCUSD staff and administrators will examine results and modify programs, activities, and facilities whenever possible to best meet the needs of students.

Non-classroom Based Instruction

Our school proposes to be a non-classroom based program, therefore, each student gets differentiation based on academic need. For every class a SAVA-SCUSD student takes, the curriculum will be based on that student's individual needs. SAVA-SCUSD will provide IEP services for students with special needs. Curriculum and pacing may be modified by the teacher for these students. Staff will work to create meaningful and powerful relationships with all students and will be able to draw out information regarding past educational challenges and experiences through weekly student-teacher meetings.

SAVA-SCUSD anticipates having students who are socio-economically and culturally diverse. Based on research of our proposed student population, many SAVA-SCUSD students will come from chaotic home environments and/or are teen parents. Some will be dealing with gang issues and many will be academically behind. Due to the nature of our non-classroom based program, staff will differentiate instruction to fit all student needs. Modifications and accommodations will be made on a case-by-case situation.

SAVA-SCUSD's proposed core curriculum will be overseen and continuously reviewed by content-area specialists who customize the curriculum and pacing for each course within their discipline. All English/Language Arts and Mathematics courses will be guided by the CCSS. Social science courses will be aligned to the CA History/Social Science Standards. Science courses will be aligned to the Next Generation Science Standards (NGSS). For all online courses scope and sequence will be provided through on an online curriculum vendor.

At SAVA-SCUSD, students will demonstrate curriculum knowledge and simultaneously prove engagement by completing standards-based assessments and weekly assignments. Weekly assignments will include academic conversations, evidence of active reading, and question/answer checks for understanding while reading. Students will take notes, define vocabulary, complete assignments, and complete virtual labs in a fully standards based curricula and are tested on the Common Core State Standards. During weekly Teacher of Record meetings, one-on-one discussions and scaffolding activities address any lack of understanding or knowledge the student may have encountered during their independent learning experience.

In order to be successful in a non-classroom based model, SAVA-SCUSD believes students must demonstrate the proposed Student Learning Outcomes (SLOs) in their behavior. In a non-classroom-based environment, students must show that they are growing academically, making responsible decisions, being independent, and learning 21st Century skills.

Online Curriculum

SAVA-SCUSD will utilize an A-G approved online curriculum. Currently SAVA utilizes an online curriculum named Edgenuity. SAVA-SCUSD students will have access to hundreds of unique courses and titles, including thousands of hours of instructional content.
Courses are built using an instructional model grounded in research and are Common Core, NGSS, and state-standards aligned. Expert on-screen teachers provide instruction, model strategic thinking, and make real-world connections. Students will read, write, explore, create, practice, and predict in order to develop analytical and critical-thinking skills. A variety of assessments test for mastery and provide immediate, actionable feedback for students and teachers. A full suite of learning tools and scaffolds, including read aloud and text translation, helps students access content, organize information, and complete assignments.

Online courses provide opportunities for initial credit or credit recovery. Edgenuity's ELA, math, science, social studies, world languages, CTE, and elective courses are designed to help

students in grades 9–12 meet the rigor of Common Core and state standards, as well as California graduation requirements. Courses can be assigned for initial credit or credit recovery as well as content or concept recovery in order to ensure subject-area mastery.

Workforce Readiness and Career Technical Education (CTE)

Upon enrollment at SAVA-SCUSD all students will complete a career interest survey and participate in career interest inventories and career choice activities that will help determine a career path of interest to be explored and developed as their education progresses.

As part of career path identification, students will participate in Introductory or Exploratory courses. Introductory level students will focus on achieving mastery of core academic subjects and basic technology skills while participating in career exploration activities.

Concentrator courses will be available for the students that wish to continue in a career pathway. Concentrator courses offer students job shadowing opportunities, additional skills courses focused on particular careers and beginning hands-on activities that support career skill development. Participation in student leadership is encouraged at the Concentrator level.

Capstone courses will be designed for students completing a career pathway. These courses include advanced hands-on activities, internships, apprenticeships and college articulations. Students completing capstone level courses will be equipped with the basic skills needed to enter the workforce as well as enter post-secondary institutions in order to further develop skills. Participation in student leadership activities continues at the capstone level.

SAVA-SCUSD will offer hands-on, classroom based CTE courses covering multiple different industry sectors and several different career pathways. Each individual pathway will provide a sequence of courses that prepares student to transition directly to post-secondary education and training or employment. Sacramento Academic and Vocational Academy-Twin Rivers (SAVA-TRUSD), a charter authorized by the Twin Rivers Unified School District, currently, has sixteen CTE courses offered that are articulated with local community colleges. These articulation

agreements provide students the opportunity to earn college credits upon completion of these courses if they earn a letter grade of B or higher. Please see Appendix H for a complete list of CTE classes offered at SAVA-TRUSD. With these strong partnerships in place and our relationship with WIOA providers SAVA-SCUSD will create articulation agreements with the local community colleges and will continue to revise and expand pathways based on student interest, industry and community stakeholder feedback.

In 2015, SAVA-TRUSD was awarded the California Career Pathways Trust (CCPT) Grant. As part of this grant, SAVA-TRUSD partnered with American River College (ARC) to offer students courses aligned with ARC's Collision & Repair and Clean Diesel Technology programs. Students enrolled in the Transportation programs at SAVA-TRUSD can take as many as seven articulated courses that are part of ARC's certificated programs. Once students have completed the introductory course in this pathway they are eligible to participate in a dual enrollment program with ARC and take additional classes at ARC's Mather facility. SAVA-SCUSD proposes to implement the collision & repair and clean diesel programs as part of its CTE offerings.

Proposed Career and Technical Education Pathways
16 courses are currently articulated under our SAVA-TRUSD school

Agriculture and Natural Resources

Animal Science Pathway

- Poultry Science 1:
- Poultry Science 2: We will seek articulation with Modesto Junior College

Plant and Soil Science Pathway

- Plant Science 1
- Plant Science 2: We will seek articulation with Cosumnes River College

Arts Media and Entertainment

Design, Visual, and Media Arts Pathway

- Photo 1:
- Photo 2: We will seek articulation with Sac City College
- Photo 3
- Digital Video Production

Performing Arts Pathway

- Recording Theory
- Pro Tools
- Recording Workshop

Building Trades and Construction

Residential and Commercial Construction Pathway

- Construction 1
- Construction: We will seek articulation with ARC
- Construction 3 (Tiny House Project)

Fashion and Interior Design

Fashion Design & Merchandising Pathway

- Fashion Design 1
- Fashion Design 2

Hospitality, Tourism & Recreation

Food Service and Hospitality Pathway

- Introduction to the Kitchen
- Food and Nutrition
- Culinary (CA Food Handlers Certification Card): We will seek articulation with ARC

Hospitality, Tourism & Recreation Pathway

- Fitness & Recreation 1
- Fitness & Recreation 2

Public Services

Emergency Response Pathway

- First Aid (First Aid/CPR Certification)
- Medical Anatomy
- Emergency Medical Response 1
- Emergency Medical Response 2: We will seek articulation with American River College
- Basic Fire Protection: We will seek articulation with Consumnes River College
- Beginning Wildland Fire: We will seek articulation with Sierra College
  National Wildfire Coordinating Group (NWCG) Government Certificate Tier 3
- Advanced Wildland Fire: We will seek articulation with Sierra College
  NWCG Government Certificate Tier 4

Transportation

System Diagnostics, Service and Repair Pathway

We will seek articulation *with ARC for all pathway courses.*

- Diesel Technology Basics
- Clean Diesel Retrofit
- Clean Diesel Software Support
- Diesel Preventative Maintenance
- Diesel Engine Repair

- Automotive Collision Basics
- Non-Structural Repair

Technology

SAVA-SCUSD teachers will utilize a framework for enhancing the use of technology called the SAMR Model. This model is designed to help educators infuse meaningful technological experiences into teaching and learning. Popularized by Dr. Ruben Puentedura, GCC has adopted this model that supports and enables teachers and students to design, develop, classify and infuse digital learning experiences in instructional environments. The goal is to utilize technology to create and transform learning experiences so they result in higher levels of achievement for students. SAVA-SCUSD students will use various sources of technology to assist them in achieving academic standards and the SLOs.

SAVA-SCUSD students will use technology such as; Microsoft Suite, Google Apps for Education computers to access the internet, complete curriculum, complete career exploration activities, complete research papers, investigate news reports and to view supplemental instructional videos Various media and presentation platforms will be incorporated into many classes including; Career Readiness/WIOA, Independent Living, and the A-G and general ELA curriculum. Students will also use technology throughout all CTE classes. The curriculum for SAVA-SCUSD CTE courses will include many technology-based programs that are also in alignment with the proposed Student Learning Outcomes (SLOs) such as: Word, PowerPoint, Excel, and various online programs and surveys to help direct students to career options and future goals. Some students will also use smart phones to gather information and investigate topics.

Google Chromebooks will be incorporated into all classes and support labs offered at SAVA-SCUSD. Students will be taught how to use Google Docs and Google Classroom to help enhance collaboration among classmates and to increase technology skills that are commonly required in today's workforce.

Although many students lack the technology resources at their homes, each SAVA-SCUSD location will contain classroom sets of student accessible computers for educational use. With the use of technology students will be adequately prepared for the workforce. SAVA – SCUSD proposed to instruct students on how to utilize technology to create resumes, job cover letters, professional portfolios, as well as teaching students to connect with industry professionals through skype and other social media platforms.

Proposed Partnerships with Community College Districts

SAVA-SCUSD will build on the successful articulation agreements garnered by SAVA-TRUSD. They will seek articulation agreements with Los Rios Community College District schools, Sierra College, and Modesto Junior College giving SAVA-SCUSD's CTE Pathway students the ability

to earn both high school and college credit simultaneously. Students who enroll in the Systems, Diagnostic, Service and Repair pathway will also have the ability to dual enroll in courses at American River College and participate onsite in their Automotive & Collision Repair and Clean Diesel Technology programs. Students who are interested in taking additional course work to accelerate or supplement their core academic curriculum at SAVA-SCUSD will be also able to concurrently enroll at the local community colleges. All articulated classes will be taught by either CTE credentialed teachers or community college instructors employed by SAVA-SCUSD

Transferability of Courses and Eligibility for College Entrance

Each school year, SAVA-SCUSD will provide students and parents with a Student/Parent Handbook, with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Upon approval of this charter petition SAVA-SCUSD plans to seek WASC Accreditation during the first year of operation.

SAVA-SCUSD plans to follow the WASC Timeline below to receive accreditation.

- September 2018 – Submit ACS WASC Affiliation request
- Fall 2018 – Submit the initial visit school description report
- Spring 2019 – On-site initial visit
- June 2019 – Commission action

Process for Meeting the Needs of Low Performing Students

At SAVA – TRUSD the average student enrolling is one or more years behind on credits towards graduation and is testing four years below grade level in both reading and math. SAVA – TRUSD

students also have a high mobility rate on average attending at least two high schools prior to SAVA. SAVA-SCUSD will utilize an individualized instructional system that will concentrate on the student, not the program. Regardless of how long it takes a student to meet the requirements for graduation (if continuously enrolled since 19 and ending on the student's 23rd birthday; per Education Code section 47612(b)). SAVA-SCUSD will provide individual instruction and remediation that will ensure success.

Students who are assessed at below grade level in math or reading upon entry into SAVA-SCUSD will be enrolled in a foundational skills intervention course tailored specifically to each student's needs based on their Renaissance STAR math and reading scores. Students testing below grade level will also be provided with additional lab and tutoring opportunities at a SAVA-SCUSD location. A mentor may be provided and the student may be required to attend additional academic support programs until such time as the pupil masters the skills necessary to perform at grade level on standardized tests.

All students will be assessed upon enrollment and those students identified as performing below grade level will establish an individual success plan specific to the academic requirements necessary to prepare the student for graduation.
Students will be assessed with Renaissance Learning CCSS-aligned STAR Reading and Math adaptive tests three times throughout the school year, with the first test taking place upon enrollment at the school. The second assessment will be given mid-year to monitor progress and the final test will occur at the end of the school year to measure academic growth. The results of these assessments will determine grade level reading and mathematics performance and will be used as the basis for placement in intervention courses assigned to students through SAVA-SCUSD's online curriculum. Students will remain enrolled in intervention courses until they show adequate growth and achieve grade level proficiency in math and reading. The Renaissance STAR Reading and Math assessments will also serve to provide data for use in instructional planning. All teachers will participate in a cycle of inquiry to review student assessment data, create an intervention plan, monitor progress and measure academic growth. Information gathered from this process will then be used to set proficiency goals and intervention plans for the following semester.

Individual success plans for students will be used to accelerate academic growth over the course of the year. These plans, which include support labs and ELA and Math intervention classes designed to offer differentiated instruction tailored to each student's learning needs, will be implemented during the student's weekly instructional time and through the school's online curriculum. Depending on the level of intervention, these additional student supports may be delivered multiple days each week and the content will address building fundamental skills, Common Core State Standards for Reading, Writing, Speaking/Listening and Math. For all students, individual success plans and academic growth will be managed by their teacher of record.

Students Achieving Above Grade Level

SAVA-SCUSD students who are achieving above grade level will be encouraged to participate in articulated courses earning both college credits and their high school diploma concurrently and be

given the opportunity to accelerate credits and coursework at their own pace. Students will be given support to research additional opportunities for their academic advancement and career preparation.

SAVA-SCUSD will also have college prep A-G curriculum for all students. Although students only have a mandated weekly meeting with their teacher of record, they will be encouraged and oftentimes mandated to come to school for additional lab hours and support as necessary for success. Labs and support will serve both the accelerated student as well as the remedial student.

Plan for English Learners

Overview

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

Home Language Survey

As a step in the enrollment process, SAVA-SCUSD shall administer and ensure the presence of the home language survey upon a student's initial enrollment into the charter school.

Primary Language Assessment

When a student is identified as an EL, through the home language survey, an informal primary language survey shall be administered to the student within 90 calendar days of first enrollment in a California school to assess the student's listening, speaking, reading, and writing skills in their primary/native language.

CELDT/ELPAC Testing

All students who indicate that their home language is other than English will be given the CELDT/ELPAC test within thirty days[5] of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. SAVA-SCUSD will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from the publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

[5] The thirty day requirement applies to students enrolling in a California public school for the first time or who have not had a prior CELDT/ELPAC test. All others will be tested on an annual basis.

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 California English Language Development Test/ English Language Proficiency Assessments for California or CELDT/ELPAC (to be re-designated a student would need an overall proficiency score of Early Advanced or Advanced. Students whose overall proficiency level is in the upper end of intermediate, may also be considered for reclassification if additional measures determine the student is likely to be proficient in English).

- Objective Data: The pupils' results on the CAASPP ELA test score Standard Nearly Met, Standard Met, or Standard Exceeded for reclassification) as well as the placements on the Renaissance Learning STAR ELA and math tests.

- Pupil's performance in basic skills evaluated 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 the classroom teacher(s) 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.

- 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.

English Learner Instructional Programs and Services for GCC Independent Study Programs

In accordance with state and federal legal requirements, Independent Study (IS) schools within the GCC Consortium offer three instructional programs to serve English learners.

The following instructional program options are offered for English learners at GCC's independent study schools:

ENGLISH LANGUAGE PROGRAMS	ALTERNATIVE PROGRAMS
1. Structured English Immersion 2. English Language Mainstream	1. Primary language instruction Program

Alternative programs are subject to a minimum enrollment of 20 students per grade level. Alternative programs will be offered at designated school sites. All instructional programs designed for EL students **MUST** contain the following components:

- Well-articulated standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
- Well-articulated standards-based core curriculum instruction provided through SDAIE
- Structured activities designed to develop multicultural competency and positive self-esteem.

STRUCTURED ENGLISH IMMERSION PROGRAM

Program Descriptions

(For EL students at CELDT/ELPAC levels 1, 2, and 3)

Designed to enable English language acquisition for English Learners, the Structured English Immersion Program is a program in which nearly all instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects "overwhelmingly," but not exclusively, in English. Teachers and instructional aides/paraprofessionals may provide primary language support to assist students in accessing core curriculum. Teachers also use the student's primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the Structured English Immersion Program is for EL students to develop a reasonable level of proficiency in English.

IS schools within the GCC use instructional approaches that will allow EL students to acquire English as quickly as possible. Any academic delays will be remediated through interventions such as primary language support from instructional staff, EL labs, tutoring labs, and summer programs. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects required for grade promotion.

Program Elements

- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver for an alternative program or a mainstream program. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in math, science, and social science is taught "overwhelmingly" in English with primary language (L_1) support and SDAIE (Specially Designed Academic Instruction in English) strategies.

- Students at levels 1 and 2 will receive primary language support in language arts, science, and social studies.
- All EL students enrolled at IS schools receive ELD instruction based on the board-adopted program and state standards from an appropriately certificated teacher. Instruction must include listening, speaking, reading, and writing.
- All students participate in activities that promote multicultural competency and positive self-esteem.

Staffing

- All teachers must be appropriately certificated, i.e., BCLAD, BCLAD IT, CLAD, CLAD IT, Hughes, or Hughes IT (SB1969) or other current CTC EL authorization.
- Bilingual Paraprofessionals/Instructional Aides provide primary language support in the content areas of language arts, science, mathematics, and social studies, under the direct supervision of an EL certified IS teacher.

ENGLISH LANGUAGE MAINSTREAM PROGRAM

(For EL Students at CELDT levels 4-5)

English Learners who have attained reasonable fluency (ELD level 4-5) and who are not participating in an alternative program are placed in a Traditional/Mainstream Instructional Program. The term 'Mainstream' refers to the fact that these students have an instructional program that is primarily in English. It can also be termed a 'Transitional' program as primary language support in academic areas is provided on a supplemental basis. L_1 language arts/literacy instruction can be provided in the student's primary language. Parents of English Learners can request that their student be placed in a mainstream program at any time. The program is designed to continue the development of English, while providing content instruction in English. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstreamed EL students require careful monitoring and attention to ensure their progress toward reclassification.

Transitional/Mainstream EL Program is Designed for:

- EL students who are transitioning from SEI to mainstream at ELD levels 4-5
- EL students at any level, whose parents request a mainstream placement
- Long-term EL students, who were never in a program, or who exited a program but do not meet criteria for reclassification

Student Grouping

- Students who are at intermediate fluency ELD level 5 who are in mainstream Language Arts courses do not require special grouping. However, consideration must be given to

structuring the instruction to target the literacy and other academic needs, specific to the English learner status of these students.

Program Elements

- All identified English Learners require English Language Development, Mainstreamed EL students participate in ELD classes or Language Arts classes taught by teachers with proper authorization codes from the Commission on Teacher Credentialing
- Specially Designed Academic Instruction in English is provided for ELD level 4 students, and others if needed
- Monitoring of progress towards meeting reclassification criteria
- Extended learning and enrichment to "close the achievement gap" and address deficits

PRIMARY LANGUAGE (BILINGUAL) INSTRUCTIONAL PROGRAM

The Bilingual Program is offered in the student's primary language and English. It is an alternative to Structured English Immersion or English Mainstream Programs in accordance with California Education Code Section 300. The Primary Language Program is a simultaneous approach in which students have intensive English Language Development while at the same time continue mastering the subject matter content in their primary language.

Bilingual Program is Designed for:

Any EL student for whom a current waiver is on file, including

- Students with adequate formal schooling
- Under-schooled students

Student Grouping

When there are 20 participating students of the same language in a school who require a Bilingual course, that class must be offered (CA Ed. Code 300).

Program Elements

SAVA-SCUSD Schoolwide EL program implementation description:

SAVA-SCUSD will utilize an independent study educational model. While SAVA-SCUSD students meet at least once a week with their master teacher- teacher of record, there are a variety of other opportunities for engagement with teachers and other staff.

SAVA-SCUSD will offer EL students CCSS aligned core curriculum, including ELD curriculum. The ELD curriculum will be Edge by National Geographic. SAVA-SCUSD's ELD curriculum offers multiple instructional levels, allowing students a greater chance to achieve optimal academic success. For all EL students, the goal is to focus our curriculum, instruction, assessment, and collaboration to support each and every student to become fully English Proficient.

Steps SAVA-SCUSD Takes to Ensure Proper Program Placement for EL Students:

1. All students will take the Renaissance Learning STAR online assessments in reading and math upon enrollment (for placement), at the beginning of the second semester, and at the end of the school year.

    - Per Renaissance Learning, the STAR assessments are the most widely used assessments in K-12 schools. Similar to the CAASPP, they are computer-adaptive, provide teachers with a list of skills for each student to work on, and map the prerequisite skills to help further conceptual understanding and provide resources to help students achieve mastery.

    - Teachers will initially use the Grade Level Equivalent results from these tests to determine the student's course placement. Additionally, CELDT/ELPAC scores are used for ELD students to further focus on a student's English level as necessary.

2. Following current educational research and practice on data-driven instruction, all students will be assessed using the Renaissance Learning program three times per year.

    - After the assessment period has completed, all teachers will meet in their cohorts for Academic Conferences. In these, teachers will discuss student data and collaborate on plans to help target specific areas of student need with a goal of moving all students to English proficiency.

    - School counselors will evaluate transcripts, track seniors, meet with students to discuss their academics, and make class changes to ensure that students complete graduation requirements.

3. The direct academic instruction for EL students will occur both during the weekly one-on-one meeting with their assigned master teacher and the additional time they spend in ELD class.

    - This will include an ELD support class, staffed by highly-qualified teachers and para-educators. These classes will provide additional academic instruction and support of

students' personalized instructional plan towards meeting state standards and student learning objectives.

- Beginner, Early Intermediate and Intermediate EL students will be placed into designated English Language Development classes, which utilize National Geographic EDGE curriculum, taught by a highly trained teacher with bilingual paraeducator support available.

- Curriculum specialists will continue to align EDGE with Common Core ELA and California ELD standards.

a. Systematic English Language Development/High Intensity English:

For students with a CELDT score of 1-3:

- Weekly one-to-one teacher appointment
- Students have access to leveled core and support course learning materials & resources
- Students are required to attend weekly Designated ELD classes
- Students have the option to be assigned or individually attend daily open ELD student support tutoring labs
- Monthly teacher/parent communication

For students with a CELDT score of 4-5:

- Weekly one-to-one teacher appointment
- Students have access to leveled core and support course learning materials & resources.
- Students have the option to be assigned or individually attend daily open ELD student support tutoring labs.

b. Academic instruction through the primary language:

As an independent study model school, we anticipate having a very low number of students in CELDT level 1 and 2. For those students in this range, students have access to EL instruction through a variety of support systems.
During weekly student/teacher appointments, teachers will be able to provide pre-teach key concepts in all core activity work. Teachers will focus on key strategies SDIAE/EL strategies: Summarizing, modeling, reviewing key academic vocabulary and language to include assisting students with their ability to translate from academic and social languages. These students will be placed with a teacher who is fluent in the native language of the student, when available. In the EL support labs, there will be bilingual

para-educators. Also, the Core ELA curriculum for students in grades 7th-12th will provide options for read-aloud and read-along access for Spanish speaking students.

c. Sheltered English Instruction increasing each year:

As was stated in the earlier sections, as an independent study model school, we anticipate having a very low number of students in CELDT level 1 and 2. The direct academic instruction for EL students will occur both during the weekly one-on-one meeting with their assigned master teacher and the additional time they will spend working with para-educators and teachers in small group class and study lab settings. This will include a general academic support lab, as well as an ELD support lab, staffed by para-educators and highly-qualified teachers. These will provide additional academic instruction and support of students' personalized instructional plan towards meeting state standards and student learning objectives. During weekly student/teacher appointments, teachers will be able to pre-teach key concepts in all core activity work. Teachers will focus on key strategies SDIAE/EL strategies: Summarizing, modeling, reviewing key academic vocabulary and language to include assisting students with their ability to translate from academic and social languages.

d. Uses board-adopted core curriculum materials provided in the primary language of the student(s)

Edgenuity curriculum provides translation for all text in each lesson in 17 different languages.

Core English Language Arts Course Descriptions:

SAVA-SCUSD will use the English Language Arts courses in Edgenuity for grades 7-12.. The curriculum is designed to build knowledge through content-rich nonfiction, close reading, reading and writing activities grounded in textual evidence, appropriately complex texts, and a focus on academic vocabulary.

At the beginning of each lesson, students are explicitly taught four to six academic and domain-specific vocabulary words. Students have chances to practice using and applying these words through the course. They also have access to an online glossary tool, which enables them to track their understanding of vocabulary words. Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course. In reading assignments, students learn to analyze text closely. Writing assignments require students to support a position using evidence from primary and secondary sources. Students engage in projects and performance tasks designed to build higher level skills in all areas and apply learning in authentic contexts. Students also participate in discussion board activities to collaborate in a teacher-guided and-monitored forum that elicits academic discourse and critical thought.

All courses feature videos of highly qualified, certified instructors who deliver explicit instruction, orient students to the lesson goals, ground concepts in relevant real-world contexts, and offer clear and concise explanations of subject matter. The warm-up activities at the beginning of each lesson connects students' prior knowledge, and direct-instruction videos emphasize the real-world context and relevance of the subject matter. All ELA courses use video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Video lectures use verbal, concrete, manipulative, numerical, graphical, and symbolic representations. Graphic organizers are included in instruction, tasks, and assignments.

Throughout instruction and assessments, students manipulate images, answer questions, highlight text, complete surveys, and fill out graphic organizers. These multiple means of expression appeal to a variety of learning styles and encourage students to demonstrate their knowledge in a variety of ways. Detailed course maps and pacing guides clearly state expectations, provide students with a structured overview of course activities and objectives, and visually alert students, parents and teachers to students' course progress and pace. Teachers have the ability to personalize instruction based on an individual student's needs. Students can translate on-screen text into multiple languages and can hear any section of text read aloud in other languages for auditory comprehension. Text and audio reading supports scaffold thoughtful analysis of individual words, phrases, and sentences as students read.

SAVA-SCUSD English courses provide problem-solving, metacognitive, and reading-strategy instruction. Students are taught a multi-step process for solving problems and learn how to use mnemonics, graphic organizers, checklists, and problem-solving strategies to check, process, and retrieve information. They also are taught comprehension strategies such as making connections, predicting, visualizing, asking questions, monitoring understanding, making inferences, analyzing text structure, and synthesizing. SAVA-SCUSD English courses encourage student elaboration, self-questioning, and explanation.

ELD Curriculum:

SAVA-SCUSD requires students classified at levels 1-3 to attend weekly designated ELD classes, which use EDGE Curriculum supplemented by Academic Conversations, Erik Palmer's "Well Spoken," and structured instruction in grammar, word analysis, and academic vocabulary and discourse.

The National Geographic EDGE program is a reading/ language program designed to develop language and provide explicit and systematic instruction in vocabulary, comprehension and critical thinking, grammar and sentence structure, literary analysis, listening and speaking, reading strategies, writing, fluency and foundational reading skills that is both age and interest level appropriate for adolescents. Students read short stories, novels, articles, interviews, and poetry, and examine thematic and figurative elements within literature.

This curriculum is supplemented with Jeff Zwiers' Academic Conversations as well as Erik Palmer's "Well Spoken" materials, activities and assessments. Students are also required to design and

maintain a blog of published quality writing which documents a "Genius Hour" research project. Students learn essential research skills and develop essential 21st century skills while developing their English language competency.

CATCH UP PLAN

For the sub-group of EL students who have not demonstrated reasonable progress, a catch up plan will implemented. These students will be enrolled in special intervention programs such as Response to Intervention (RTI) and their progress is closely monitored by teachers, EL site designee, site administrator, and principal.

SAVA-SCUSD will use a variety of the following interventions to recoup deficits for English learner students:

Possible Interventions for EL Students Not Meeting Targets

- Response to Intervention Model
- Additional instructional time including tutoring labs, remedial instruction, and summer school
- Primary Language Support via Bilingual Para Educator or Instructional Aide
- Supplemental Instruction
- Mentoring Support; cross age tutoring

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

Graduation Requirements

SAVA-SCUSD will implement the graduation requirements that are adopted by the Charter Schools governing board. SAVA-SCUSD's graduation requirements will include Service Learning and twenty Career Technical Education (CTE) credits as graduation requirements. (Appendix K)

Student Support, Career Counseling and Academic Counseling

SAVA-SCUSD proposes to have full-time school counselors who will provide academic and career guidance mentoring to our students. Our counselors will assist students with personal and career-related goals. They may provide assistance for college and financial aid planning. WIOA and community partners will provide Workforce Innovation and Opportunity Act activities, as well as health and career counseling resources to students. Providers and community partners include;

- Sacramento Employment and Training Agency (SETA)
- Greater Sacramento Urban League (WIOA Provider)
- Asian Resources Inc., (WIOA Provider)
- California Department of Rehabilitation (WIOA Partner)
- Employment Development Department (WIOA Provider)
- City of Sacramento (WIOA Provider)
- Next Ed and it's Successor organization Align Sacramento
- Sacramento City College
- American River College
- Consumnes River College
- Sierra College
- Modesto Junior College
- Mutual Assistance Network
- Sacramento County Probation Department
- Sacramento County Department of Human Assistance
- The Carpenters Training Committee for Northern California (Trade Apprenticeship Program) (CTCNC)
- Health Education Council (job shadow and internships)
- Kavanah (Tiny House/Shed building competition)
- Sacramento Soroptomists, International (Dream it, Be it and Money Matters)
- Capital Christian Center

- Chicks in Crisis, WEAVE
- Crisis Nursery
- The Birthing Project Clinic
- Center for Community Health and Well Being
- Health Connection 4U
- Planned Parenthood
- Teen Success
- The Effort
- Birth & Beyond
- Nurse Family Partnership
- Sutter Teen Programs (CAL-LEARN and Adolescent Family Life Program)
- Molina Healthcare
- Golden 1 Credit Union
- Black Infant Health
- Safe Sleep Baby
- Mentor Moms
- Lions Club for eyeglasses

SAVA-SCUSD teachers collaboratively and in partnership with WIOA partners will provide career counseling through our Senior Capstone course which will be a graduation requirement. In this class, teachers and partners will discuss career plans with students and guide them down a path to successfully find a job after graduation. This class will provide basic job related skills required by employees in any field as well as aligning with the 21st Century Skills. WIOA partners and SAVA-SCUSD teachers will provide instruction and career readiness classes and alignment with the WIOA Act. The following description provides how SAVA-SCUSD students will engage in the following fourteen (14) WIOA program elements:

WIOA Program Element 1: Secondary school completion services

SAVA-SCUSD's students will be required to enroll in academic courses which will lead to the attainment of a high school diploma. All students will complete a minimum of 200 credits to earn their diploma. In addition, all students will complete a minimum of 25 hours of service learning. SAVA-SCUSD teachers and administrators will infuse basic academics into career relevant strategies.

WIOA Program Element 2: Alternative secondary school services

SAVA-SCUSD has a heart and a mission to serve the at-risk students in Sacramento County. SAVA-SCUSD will serve all students who request services no matter the time of year or their past challenges. The WIOA Act emphasizes services to at-risk populations otherwise not served by traditional school systems in order to develop career ready youth. Programs like SAVA-SCUSD are considered a safety net by parents, students, and community partners.

WIOA Program Element 3: Paid or unpaid work experience

SAVA-SCUSD students enrolled in the CTE program will have the opportunity to gain work experience through the job shadow and internship program. Our job shadowing and internship program will be implemented by a SAVA-SCUSD administrator with the support of the GCC Community and Business Advisory Council (CBAC). All student participants will increase their knowledge of the workforce environment. Students will be given the skills to understand work functions, requirements, and actively participate in a workplace environment.

Prior to entering a worksite, students will undergo several workshops on pre-employment skills training to prepare them for the job interview. These workshops will include:

- Interviewing techniques
- Resume writing
- Appropriate attire
- Generic workplace skills
- Safety protocols and communication skills
- Timesheets for payroll
- Soft skills

WIOA Program Element 4: Occupational skills training

SAVA-SCUSD students who will be participating in the CTE program are exposed to different occupations. The CTE program does this through the career pathways, work experience, and linkages to colleges as outlined in the WIOA Act. The career pathways relate directly to specific occupational skills and provide both the technical knowledge, as well as work experience in a specific occupation. For example at the current SAVA-TRUSD, the System Diagnostics, Service, and Repair Pathway is aligned with the Clean Diesel Technology program at American River College. This specific pathway will lead students to careers in the fields of bus and truck mechanics and diesel engine specialists, farm equipment mechanics and service technicians and mobile heavy equipment mechanics.

WIOA Program Element 5: Education offered concurrently with workforce activities

In addition to the academic course requirements and on-the-job training, students will learn important job search techniques, basic job etiquette, and enroll in courses that include other skills based training, in areas such as: self-discipline, responsibility, punctuality, communication with diverse populations, problem solving skills, how to adapt to new situations, how to ask for a raise, and how to communicate with the public, coworkers, and supervisors. Education in the previously mentioned soft skills help the students with long-term success in the job market.

WIOA Program Element 6: Leadership development
SAVA-SCUSD will aim to instill and promote conditions that promote healthy youth development by recognizing student's assets and by encouraging all students to participate in learning and actively supporting others. The positive adults and role models that the students will be exposed to through this program will also help students to overcome social and financial barriers.

In addition, students will be required to take the Senior Capstone course. This course is designed to equip 12th graders with the leadership skills required in today's workforce and give them skills they can also use at school and at home in the areas of communication, valuing diversity, creativity, using technology, service orientation, interviewing and interpersonal skills. Students who demonstrate mastery in these skills will receive a certificate of mastery.

WIOA Program Element 7: Supportive services
SAVA-SCUSD students will have access to additional supportive services. At the initial assessment and throughout the duration of the program, staff will monitor student needs for support services such as linkage to community services; assistance with transportation costs; referral for medical services; assistance with work related uniforms and clothing; and emergency assistance relating to the individualized services the youth is receiving. Youth who lack transportation will be able to get bus passes; youth who lack appropriate work clothes will be referred by staff and provided follow up regarding access to community agencies and resources. SAVA-SCUSD proposes to have counselors on site that provide support services to students. Furthermore, if a student requires an IEP they will be provided additional support services and will have access to school nurses. Students will be further supported through our partnership with the State of California Department of Rehabilitation (WIOA provider).

WIOA Program Element 8: Adult mentoring
Students will have opportunities to interact with caring adults from a wide variety of disciplines and backgrounds in a safe and nurturing environment; while learning work ready and leadership skills that are essential to professional and personal character development. SAVA-SCUSD will host a number of activities and programs that bring positive adults and mentors to the campus through our WIOA partnerships.

WIOA Program Element 9: Comprehensive guidance and counseling
Students will have access to comprehensive guidance and counseling. These services include both personal and academic counseling and focuses on helping the student to learn practical coping and communication solutions, anger management skills, and interpersonal relations. These skills are intended to support the student's employability.

WIOA Program Element 10: Follow-up Services
SAVA-SCUSD students will have the information, knowledge, and skills to access services and educational opportunities following the completion of their program. SAVA-SCUSD staff will provide follow up support for students who request. All students will complete a Graduation Transition Plan with either the guidance counselor or the career advisor. This plan will allow students to discuss post high school options and create post-graduation goals. In this meeting, students will receive information on relevant post high school programs. Students will participate in this Senior Capstone course to help facilitate their transition beyond high school.

WIOA Program Element 11: Financial literacy education
To fulfill this area of the Act we will partner with entities such as local banks, credit unions, and Soroptimist International to ensure that our students are well educated on a cadre of financial literacy topics that cover a broad spectrum of real life situations in order to prepare to effectively manage their money when they are living on their own. Annually, SAVA-SCUSD students will participate in programs such as Golden One's Mad City Money focusing on financial literacy. In addition, we have developed our own curriculum in house with our WIOA partners and Soroptimist International.

WIOA Program Element 12: Entrepreneurial skills training
SAVA-SCUSD students will be introduced to entrepreneurship training as part of our program. Included in the program will be a course in entrepreneurship, including the pitfalls and assets and skills required to be a successful entrepreneur. Our partner Soroptimist International and the Dream It Be It program, offers our students the opportunity to explore and develop entrepreneurial skills.

WIOA Program Element 13: Career services
SAVA-SCUSD's students will have access to career services so that they will gain knowledge of basic career opportunities.

SAVA-SCUSD's WIOA providers will provide career counseling services to all students. WIOA partners will meet with each graduating senior during their senior year to provide career coaching and job placement opportunities as part of SAVA-SCUSD's Senior Capstone graduation requirement.

All students will have access to college fairs, career fairs and have access to career preparation and exploration classes. Students with special needs will meet with their teachers to get additional information and support prior to graduation to assist with successful transition planning. Special needs students will be enrolled with the Department of Rehabilitation to support these transition services. Since each of the career pathways at SAVA-SCUSD will be linked to a college or a WIOA provider, students can take advantage of the industry events and career service activities that are hosted by the colleges. Students

can see first-hand the college facilities for the specific program and have a chance to speak with industry professionals about career opportunities.

WIOA Program Element 14: Activities for post-secondary education
Students will be introduced to post-secondary education. Upon completion of a CTE pathway, students will have the academic and career skills needed to transition to post-secondary education and advanced training. Most students completing a CTE pathway at SAVA-SCUSD will have completed college level CTE courses through our articulation agreements with local community colleges.

Once a semester, there will be a college enrollment day on campus where representatives from the local community colleges are on campus to help students enroll in college. SAVA-SCUSD will provide transportation services to the local community colleges to assist graduating seniors in signing up for classes, purchasing textbooks, and taking college entrance exams.

Professional Development

SAVA-SCUSD recognizes the need for ongoing professional development for its staff in order to provide researched based, best practices and quality instructional services to meet the needs of its student population. SAVA-SCUSD is committed to:

- Expanding CTE offerings by actively seeking out appropriately credentialed teachers to offer CTE Pathway courses.
- Creating a knowledge base for staff regarding Workforce and Career Readiness strategies for students.
- Professional Development for the Common Core State Standards and Next Generation Science Standards implementation.
- Adverse Childhood Experiences (ACES) Trauma-informed care.
- Teaching for Rigor –Thirteen Essential Classroom Strategies for Achieving Rigor.
- Mental Wellness – Reducing Social Emotional Barriers to Increase Student Learning
- Ongoing professional development on curriculum for general student population focused on effective teaching strategies for non-classroom based methodologies.
- Expanding professional development on data-driven decision-making processes focusing on diagnostic, formative and summative data analysis.
- As a part of the seven charter school consortium of Gateway Community Charter schools, SAVA-SCUSD will have access to many shared professional development options; Capturing Kids' Hearts, Leadership Development Academy, Crucial Conversations training, 504 training, Bloodborne Pathogen training, Training on being a Mandated CPS Reporter, Sexual Harassment Training, ProAct Training, CTEL Preparation class and more.

Professional development and staff trainings will occur in multiple ways at SAVA-SCUSD. Opportunities will be focused on providing teachers with the necessary resources to better serve students. GCC provides for five full days of professional development: two days prior to the start of school in fall, two additional days in the first semester, and a third day in the spring semester. In addition to the GCC Professional Development days, SAVA-SCUSD will provide weekly opportunities for teachers to collaborate and also participate in specific content areas or instructional strategy workshops including Response to Intervention, Data Analysis, 21st Century Skills, or Use of Multimedia Resources to improve instruction and student achievement.

SAVA – SCUSD proposes to offer required mandatory staff development training that includes sexual harassment, CPS Mandating Reporting, and Bloodborne Pathogens. In addition SAVA-SCUSD proposes to offer professional development trainings on 21st Century Learning Skills, Common Core State Standards, Service Learning, EDGE: English Learner Development Program, Marzano's Thirteen Strategies for Rigorous Instruction, Capturing Kids Hearts, CTE Pathway Development, and other GCC developed trainings.

SAVA-SCUSD will identify subject matter Specialists who will focus on curriculum needs for each content area. The SAVA-SCUSD Curriculum Coach will also focus on curriculum and resources that support elective graduation requirements. Specialists will provide updates and support through department meetings and will be responsible for assisting with curriculum modifications and implementation strategies for each content area.

SAVA-SCUSD administration will participate in monthly meetings with other GCC administrators. In addition to those meetings, facilitated by the GCC Superintendent, SAVA-SCUSD administration will participate in leadership meetings through Sacramento County Office of Education, Career Technical Education (CTE) workshops sponsored by the California Department of Education, and attend local, state, and national conferences along with additional trainings focused on research-based effective instructional strategies.

Parent, Teacher and Student Participation at SAVA-SCUSD

When a student first enrolls at SAVA-SCUSD, an enrollment specialist will evaluate the student's previous transcripts to select appropriate classes that the student needs to graduate. Then, the teacher will meet with the student and parent or guardian, if applicable to discuss the assigned classes and goals for graduation. Each week, the teacher and student will work together, which provides the teacher the opportunity to become knowledgeable about the student's individual interests and learning style, and adjust assignments and classes accordingly. Labs will be assigned for additional support as necessary. Each teacher will have various methods of maintaining contact with the parents/guardians through email, phone calls, and assignment sheet verification to monitor weekly progress. Weekly staff meetings will provide cohorts and entire staff time to collaborate and refine curriculum for our students as well as to discuss student concerns and success.

Parents/guardian, students, and staff will work together via conferences, phone calls, as well as in person on a case-by-case basis. Parents/guardians will also participate in IEP and SST meetings for students who need them. Students have individual learning styles and needs and as such their instruction and learning plans are differentiated. Parents will be informed as to what SAVA-SCUSD expects their child to accomplish for the week. Parents/guardians will be made aware of our expectations, as every teacher writes a detailed assignment sheet for both parents and students to reference throughout the week as assignments are completed.

SAVA-SCUSD will have an opportunity to grow involvement with parents and community members through our School Site Council, English Learner Advisory Committee, and our Career Technical Education Pathways. Our School Site Council will ask for participation broadly from community members and parents/guardians. Participation will give them the opportunity to be involved in the school's decision- making process. SAVA-SCUSD will look at flexible meeting times, broad advertising, use of technology, food and incentives to encourage optimal participation of parents and the community.

Some additional strategies and processes involving the parents and the community may include the following:

- Regular communication with the community, such as, phone calls, newsletters, and updated website.
- Having several events that welcome the community, parents and students (i.e. Open House, School Site Council, College and Career Fair, Pancake Breakfast, Back to School Night, ELAC, IEP, 504 and SST meetings, and Student Appreciation Night)
- For Non-English speaking parents – translate documents and utilize our bi-lingual teachers/staff)

SAVA-SCUSD will collaborate with other GCC schools to support student and parent involvement... Some of the proposed connections for student support include referrals to outside resources such as: Chicks in Crisis, WEAVE, Center for Community Health and Well Being, Mutual Assistance Network, Greater Sacramento Urban League, Asian Resources Inc., La Familia Counseling Center, Teen Success, The Effort, Birth & Beyond, Nurse Family Partnership, Sutter Teen Programs (CAL-LEARN and Adolescent Family Life Program), Molina Healthcare, Golden 1 Credit Union, Sacramento Employment Training Agency, Black Infant Health, Safe Sleep Baby, Mentor Moms, and Lions Club for eyeglasses. Additionally, SAVA-SCUSD will have representatives from colleges and trade schools on campus to offer information and connections for our students.

SAVA-SCUSD will focus on ensuring that parents/guardians will be active partners in our teaching/learning process SAVA-SCUSD will strive to provide constant communication between teachers and parents in order to raise the level of involvement.

- Letters will be sent home regarding upcoming tests and scheduled events.

- Phone calls from teachers and administrators about attendance, individual situations and/or upcoming tests and events.
- Communication from our special education staff about IEP's.
- Updated Website and Smart Phone app
- Quarterly parent engagement workshops
- Parent-teacher conferences each semester

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element II of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Special Education Services

Overview

SAVA-SCUSD shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Commencing July 1, 2017 and throughout the term of this Charter, SAVA-SCUSD shall operate as a local educational agency ("LEA") for purposes of special education and a member of the El Dorado County Charter School Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). SAVA-SCUSD shall provide the District with written, verifiable assurances of its membership in the SELPA prior to commencement of operations or as otherwise agreed upon with the District (Appendix W). Accordingly, the Charter School assumes sole responsibility for ensuring that all students with exceptional needs who attend SAVA-SCUSD are provided with a free and appropriate public education in compliance with the IDEIA.

SAVA-SCUSD 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.

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

Section 504 of the Rehabilitation Act

SAVA-SCUSD 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 SAVA-SCUSD. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by SAVA-SCUSD. (Appendix V - GCC's Board Policy on Section 504)

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by SAVA-SCUSD'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. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

SAVA-SCUSD shall provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter School Special Education Local Plan Area ("SELPA"). SAVA-SCUSD will adopt its own policies and procedures which will align with 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 maintaining the confidentiality of pupil records.

SAVA-SCUSD agrees to promptly respond to all SELPA inquiries, and to comply with SELPA directives. SAVA-SCUSD will be exclusively responsible for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation).

Staffing

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

SAVA-SCUSD 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. SAVA-SCUSD shall ensure that all special education staff hired by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

Response to Requests

SAVA-SCUSD shall promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

Identification and Referral

SAVA-SCUSD shall have the responsibility to identify, refer, and work cooperatively in locating SAVA-SCUSD students who have or may have exceptional needs that qualify them to receive special education services. SAVA-SCUSD will adopt and implement policies and procedures to align with 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 by SAVA-SCUSD for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

SAVA-SCUSD will follow 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. SAVA-SCUSD will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. SAVA-SCUSD shall work to obtain parent/guardian consent to assess SAVA-SCUSD students when it suspects the student may have a qualifying disability under the IDEIA.

IEP Meetings

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

IEP Development

SAVA-SCUSD understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be its own, exclusively. Programs, services and placements shall be provided to all eligible SAVA-SCUSD students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

SAVA-SCUSD shall be responsible for implementation of IEPs and supervision of services. SAVA-SCUSD shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for SAVA-SCUSD's non-special education students, whichever is more. SAVA-SCUSD shall also provide all home-school coordination and information. SAVA-SCUSD shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in SAVA-SCUSD from another school district outside of the SELPA with a current IEP, SAVA-SCUSD shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, SAVA-SCUSD shall implement the existing IEP at SAVA-SCUSD, to the extent practicable or as otherwise agreed between SAVA-SCUSD and parent/guardian.

Non-Public Placements/Non-Public Agencies

SAVA-SCUSD shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SAVA-SCUSD shall immediately address 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 SAVA-SCUSD and no student shall be denied admission nor counseled out of SAVA-SCUSD 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

SAVA-SCUSD shall adopt policies and procedures in alignment with SELPA policies as they apply to responding to parental concerns or complaints related to special education services.

SAVA-SCUSD's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

SAVA-SCUSD shall timely schedule meetings with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. SAVA-SCUSD as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. SAVA-SCUSD shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

SAVA-SCUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in SAVA-SCUSD if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, SAVA-SCUSD shall defend the case. In the event that SAVA-SCUSD determines that legal representation is needed, it shall select appropriate legal counsel. SAVA-SCUSD and/or El Dorado County Charter SELPA will assume due process financial responsibility.

SELPA Representation

SAVA-SCUSD shall represent itself at all El Dorado County Charter School SELPA meetings.

II. Measureable
Student Outcomes

II. MEASURABLE STUDENT OUTCOMES

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

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

Goals, Actions, and Measurable Outcomes to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(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), as identified in the table below.

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the 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 Sacramento County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. For examples of other LCAPs adopted by GCC, please see our website at: http://www.gcccharters.org.

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	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Director of Personnel and Academics will annually review credential status.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	Superintendent/CEO or designee will review all instructional materials before purchase pursuant to E.C. § 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.

MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by Site staff and Annual Facility Inspection Reports prepared by GCC Facilities and Operations Coordinator and GCC Safety Committee.

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	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development.
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, EL students will average a 50 point growth in Renaissance STAR Reading and Math
METHODS OF MEASUREMENT	Renaissance STAR Reading and Math assessments.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.

ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate in-class instructional support which includes structured English language development, small group teacher support, para-educator support, and usage of SDAIE strategies. Teachers of EL students will participate in professional development activities to implement the current ELD standards.
MEASURABLE OUTCOME	SAVA-SCUSD will increase the number of EL students who move up one performance level on the CELDT/ELPAC by 5% annually.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, ELD folder and reclassification documentation.

STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain an active School Site Council (SSC) and English Learner Advisory Committee (ELAC).
ACTIONS TO ACHIEVE GOAL	In the fall, parents will be encouraged to participate in the SSC and ELAC that will be responsible for supporting positive collaborative school relationships, parent involvement in school activities, and advising the school on matters related to strengthening the school.
MEASURABLE OUTCOME	Annually, the SSC and ELAC will have a minimum of four meetings.
METHODS OF MEASUREMENT	SSC/ELAC meeting agendas and minutes.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will host a variety of school events for parents to encourage participation and a deeper understanding of the school's mission and vision.
ACTIONS TO ACHIEVE GOAL	School administration will work with the SSC/ELAC, student leadership, and GCC to organize and host events for students and parents during the school year. These events will include but are not limited to back-to-school night, open house, College and Career Fair, CTE Gala, and student recognition events.
MEASURABLE OUTCOME	SAVA-SCUSD will host a minimum of three school events annually.
METHODS OF MEASUREMENT	Parent sign-in sheets, event fliers.

SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, SAVA-SCUSD administration will conduct a school satisfaction assessment to generate strategies for improvement. Results of parent satisfaction surveys will be utilized to inform
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated surveys.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, SSC/ELAC and staff upon completion of its results and analysis.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will host family and community events annually.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD administration will identify opportunities and events to create and nurture community on campus.
MEASURABLE OUTCOME	At least three school events will be held throughout the academic year.
METHODS OF MEASUREMENT	Sign in sheets, flyers, and marketing materials.

STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment* *B. The California School Dashboard* *C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	SAVA - SCUSD students, including all student subgroups, will meet or exceed the standard on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a reading intervention program to assist at-risk students; use of instructional technology in the area of mathematics; para-educators in classrooms to support instruction and student learning.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; 70% of students at every applicable grade level, including all subgroups, will meet or exceed the standard in the areas of English Language Arts/Literacy and Mathematics or overall proficiency rates will grow by 3% annually.
METHODS OF MEASUREMENT	CAASPP Score reports

SUBPRIORITY B – California School Dashboard (Or Equivalent)	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD students, including all student subgroups, will meet the annual Growth Target, or equivalent, as mandated by the CA State Board of Education.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a reading intervention program to assist at-risk students; use of instructional technology in the area of mathematics; para-educators in classrooms to support instruction and student learning.
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the Annual Growth Target or equivalent as mandated by the CA State Board of Education.
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and California School Dashboard Reports or equivalent as determined by the CA Department of Education.
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD graduates will complete all courses required for UC and/or CSU admission or meet the CDE definition of "prepared" on the CDE College and Career Indicator Model.
ACTIONS TO ACHIEVE GOAL	School counselors, administrators and teachers will work with all SAVA-SCUSD students to ensure a clear pathway to meet UC/CSU requirements or CTE pathway completion. The school will work to ensure the course offerings and master schedule enables students to complete necessary state requirements to be considered prepared for college and career.
MEASURABLE OUTCOME	100% of all SAVA-SCUSD graduates will be designated as "prepared" for college and career or the school will make a 3% annual growth in the number of graduates meeting the state standard for students being designated as "prepared".
METHODS OF MEASUREMENT	Student data on course completion, transcripts, college admission statistics.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support including structured English language development, small group teacher support, para-educator support, use of SDAIE and ELD instructional strategies

MEASURABLE OUTCOME	SAVA-SCUSD will increase the number of EL students who move up one performance level on the CELDT/ELPAC by 5% annually.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by School site staff; ELD Folder in conjunction with ELD curriculum assessments and annual report cards.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes structured English language development, small group teacher support, para-educator support, usage of SDAIE and ELD instructional strategies
MEASURABLE OUTCOME	At least 10% of EL students will be reclassified as Fluent English Proficient annually.
METHODS OF MEASUREMENT	Analysis and review Annual Reclassification rates.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	The exam passage rate for AP courses taken by SAVA-SCUSD *students* will be equal to or better than the state average.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD may offer AP courses annually and will work with students enrolled in AP courses to encourage AP exam participation. Financial aid will be made available to any student not able to afford the AP exam fees.
MEASURABLE OUTCOME	For AP courses taken by SAVA-SCUSD students, the exam passage rates will be equal to or better than the state average.
METHODS OF MEASUREMENT	AP Exam passage rates.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD eleventh grade students, including significant sub-groups, who take the CAASPP will meet/exceed the standard at a rate that is equal to or better than the state average, making them conditionally ready for English/mathematics college level
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will offer comprehensive ELA and math programs with a focus on literacy across the curriculum. SAVA-SCUSD will progress in English and math through the use of formative and summative assessments. Students who are not meeting the standard will be offered additional academic support both during the regular school day and after school.

MEASURABLE OUTCOME	SAVA-SCUSD students will meet or exceed the state averages for proficiency rates or make 3% growth annually in both ELA and math 2015-16 state averages were 59% for ELA and 33% for mathematics.
METHODS OF MEASUREMENT	Eleventh grade CAASPP assessment results. Formative and summative assessments in grades nine and ten.

STATE PRIORITY #5— STUDENT ENGAGEMENT	
Pupil engagement, as measured by all of the following, as applicable: *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than five absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than five absences during any one school year.
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will promote 90% of 7th and 8th grade students.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will offer an academically engaging learning environment for all its students, including members of all subgroups. The SST process will be initiated for any student who is chronically absent or tardy. The school will inform the home school district of any student who withdraws from school.
MEASURABLE OUTCOME	90% of the 7th and 8th grade class cohort will be comprised of students who enrolled at SAVA-SCUSD the prior academic year.
METHODS OF MEASUREMENT	Student enrollment documentation as verified by our student information system and CALPADS.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORIT	SAVA-SCUSD will reduce its dropout rate by 2% annually.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will offer an academically engaging learning environment for all its students, including members of all subgroups. The SST process will be initiated for any student who is chronically absent or tardy. The school will inform the home school district of any student who withdraws from school.
MEASURABLE OUTCOME	SAVA-SCUSD will reduce its dropout rate by 2% annually.
METHODS OF MEASUREMENT	Data from CALPADS data system.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will increase its graduation rate by 2% annually.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will offer an academically engaging learning environment for all its students, including members of all process will be initiated for any student who is chronically absent or tardy. The school will inform the home school district of any student who withdraws from school.
MEASURABLE OUTCOME	SAVA-SCUSD will increase its graduation rate by 2% annually.

METHODS OF MEASUREMENT	Data from CALPADS data system.

STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained the school's classroom management and behavior approach. School Site Administration work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence, student information system.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained the school's classroom management and behavior approach. School Site Administration work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence, student information system.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD students and staff will adhere to GCC Safety Plan.

ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the GCC Safety Plan. Students will participate in regular Fire, Earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in acceptable safety training.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD staff and parents will host various community building events and activities throughout the year.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will host at least three community events annually.
MEASURABLE OUTCOME	At least three campus community events will be held throughout the academic year.
METHODS OF MEASUREMENT	Flyers, marketing materials, sign in sheets, and parent survey results.
SUBPRIORITY E	
GOAL TO ACHIEVE SUBPRIORITY	Students and teachers will feel a sense of community. Staff will be trained in the CKH model and will implement that training during the school year. Students will be expected to actively participate in the CKH process.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community.
MEASURABLE OUTCOME	At least 95% of staff will be trained in CKH model and all trained staff will implement the CKH model on campus.
METHODS OF MEASUREMENT	Classroom observations, GCC 360* Survey, Parent Survey, Student Survey.

STATE PRIORITY #7— COURSE ACCESS *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:* *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)* *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))*	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our comprehensive academic and educational program outlined in the school's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in core and non-core subjects content areas available.
METHODS OF MEASUREMENT	Student, teacher, course, grade level schedules, Class schedule.

STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS *From the subject areas described above in #7, as applicable.*	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate an increase in proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will provide a broad course of study in the area of English Language Arts. As part of that broad course of study students will be expected to do the following: • Write in a variety of ways for different purposes and audiences, while adhering to standard written English conventions. • Read and analyze texts that span a wide range of genres, topics, and contexts. • Ask critical questions, summarize and analyze texts, and make connections to their own experiences and to the world around them. • Participate in small- and large-group discussions surrounding course content. • Analyze and communicate effectively through writing responses such as memory snapshots, character analysis essays, persuasive essays, on-demand essays, and journal entries. • Comprehend textual information in the form of content rich non-fiction articles, short stories, poetry, drama, and novels. • Communicate information orally through persuasive speeches and classroom/journal discussions. • Develop comprehension and analysis of a variety of fiction, nonfiction, and poetry. • Apply grammatically correct, focused, and effective sentences. • Lead and contribute to discussions on authorship, literary techniques, and life issues as reflected in literature. • Create a substantial draft of a personal essay for college and scholarship applications. • Use appropriate technology to enhance learning, understanding, and applying course content.
MEASURABLE OUTCOME	Annually, the average scale score gain of the entire school population (7th through 12th grade) on the Renaissance Learning STAR Reading Assessment will be 50 points.
METHODS OF MEASUREMENT	Renaissance STAR Reading Assessment, End of Year Benchmark Assessments.

SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate an increase in proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Students will use mathematical reasoning, concepts, and logical thinking to solve problems; understand mathematical concepts; communicate mathematical ideas; connect mathematics to other studies and their own lives; articulate their understanding of the beauty and power of mathematics (e.g. mathematics' universality, patterns in nature, and elegant solutions); invent mathematical procedures that allow them to compute and perform basic operations; and acknowledge, understand, and apply others' mathematical methods of solving problems.
MEASURABLE OUTCOME	Annually, the average scale score gain of the entire school population (7th through 12th grade) on the Renaissance Learning STAR Math Assessment will be 50 points.
METHODS OF MEASUREMENT	Renaissance STAR Math Assessment, End of Year Benchmark Assessments (Grades 7-12).
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Students will understand multiple perspectives while demonstrating mastery of civic, cultural, historical, and geographical concepts. Students will apply this understanding to act as informed participants in today's world of diverse cultures. Through a variety of instructional methods, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state 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.
MEASURABLE OUTCOME	Annually, 90% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through successful completion of courses. Course completion rates through Aeries database.

SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, physical science, as well as science and engineering practices.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 90% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through successful completion of courses.
METHODS OF MEASUREMENT	Course completion rates through Aeries database.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	The Visual and Performing Arts program at SAVA-SCUSD may include various elective classes that allow for the exploration of music, visual arts, and drama. Students will have the opportunity to learn about and explore different forms of visual and performing arts. Students may apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art, including the principles of design, and aesthetic qualities. Students will learn to derive meaning, make connections, relationships and applications to other art forms/subject areas/careers.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD will offer four options for students to obtain their VAPA graduation requirements.
MEASURABLE OUTCOME	Every student will meet their VAPA graduation requirements.
METHODS OF MEASUREMENT	Master schedule and student transcripts.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate knowledge in various forms of exercise and recreation for life-long fitness habits, which will enable participation in, and an understanding of, sports and recreational activities. Students will understand the connection between heart, mind, and body.

ACTIONS TO ACHIEVE GOAL	Students will receive physical education instruction in grades 9-12 and the physical education program will meet the California standard for a high school diploma.
MEASURABLE OUTCOME	100% of SAVA-SCUSD graduates will meet the state requirements for PE.
METHODS OF MEASUREMENT	Student Transcripts
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will provide a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and students will recognize the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
ACTIONS TO ACHIEVE GOAL	Students will receive instruction aligned to the Health Framework for California Public Schools in 9th through 12th grade including but not limited to nutrition, physical, and social well-being.
MEASURABLE OUTCOME	Students at SAVA-SCUSD will be offered courses that include instruction aligned to Health frame work.
METHODS OF MEASUREMENT	Student transcripts, student surveys, master schedule.
SUBPRIORITY H – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Foreign language instruction will be offered to all students as an option to fulfill the VAPA/Foreign Language requirements.
ACTIONS TO ACHIEVE GOAL	SAVA-SCUSD offers a variety of foreign languages utilizing an online curriculum.
MEASURABLE OUTCOME	100% of SAVA-SCUSD graduates will meet the state requirements for VAPA/Foreign Language.
METHODS OF MEASUREMENT	Student Transcripts

SUBPRIORITY I – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	Service-learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community. Integrated into the academic curriculum, service-learning helps students and schools meet academic goals. Service-learning enables young people to apply their knowledge in support of their neighbors and community, even as they gain knowledge and skills from meeting real community needs. Students build character and become active citizens as they work with others in their school or community to create service projects in areas like education, public safety and the environment.
ACTIONS TO ACHIEVE GOAL	Service-Learning projects will be implemented throughout each school year.
MEASURABLE OUTCOME	100% of SAVA-SCUSD graduates will participate in at least one Service- Learning project.
METHODS OF MEASUREMENT	Service-Learning Rubrics, teacher developed units and lessons, and physical products.
SUBPRIORITY J – CTE	
GOAL TO ACHIEVE SUBPRIORITY	SAVA-SCUSD will continue to develop CTE pathways and capstone courses that are integrated with the Common Core State Standards. The CTE pathway course sequences will fulfill the necessary academic requirements for admission to the University of California, California State University and California Community Colleges.
ACTIONS TO ACHIEVE GOAL	Develop and implement career technical opportunities such as: Beginning and Advanced Wildland Fire, Basic Fire Protection, Construction 1, Construction 2, Construction 3, Culinary, Recording Theory, Electric Vehicles, Emergency Medical Response, Fashion Design 1, Fashion Design 2, First Aid, Medical Anatomy, Food and Nutrition, Into to the Kitchen, Photography 1, 2, and 3, Digital Video Production, Poultry Science 1, Poultry Science 2, Pro Tools, Diesel Technology Basics, Diesel Preventative Maintenance, Clean Diesel Retrofit, Clean Diesel Software Support, Diesel Engine Repair, , Fitness and Recreation 1, Fitness and Recreation 2 and Plant Science 1, Plant Science 2, Automotive Collision Basics, Non-Structural Repair.

MEASURABLE OUTCOME	SAVA-SCUSD will offer multiple career pathways with complete capstone courses that are integrated with the Common Core State Standards. All SAVA-SCUSD students will complete 20 CTE credits prior to graduation.
METHODS OF MEASUREMENT	Curriculum maps, student assessments, student portfolios, student presentations, professional development opportunities for staff, course completion rates and career pathway completion rates, transcripts

III. Methods of Meas.
Pupil Progress

III. METHODS OF MEASURING PUPIL PROGRESS

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

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

Please refer to the table in Element II of this charter for a description of the assessments SAVA-SCUSD shall utilize in its educational program, which are aligned to the LCAP eight state priorities and demonstrate multiple measures for each subject area. SAVA-SCUSD affirms that its methods for measuring pupil outcomes for the eight state priorities, as described in Element II of the charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605.6(b)(5)(C).

In addition to the assessments described in Element II for each of the measurable pupil outcomes, students attending SAVA-SCUSD shall be assessed in each of the core academic skill areas by a range of valid and reliable methods, including, but not limited to, criterion reference tests and assessments, homework, teacher observation, student project presentations, oral reports and standardized tests. SAVA-SCUSD shall use mandated standardized student assessments as required by Education Code Section 47605.6(d)(1).

The Gateway Community Charters Board of Directors shall annually review the effectiveness of SAVA-SCUSD's academic program as part of a general review of the school. The overall review is guided by three key questions:

1. Is the academic program a success?
2. Is the school a viable organization?
3. Is the school's program aligned to its charter?

Student performance data shall be reviewed annually by GCC and disaggregated by student types, such as gender and ethnicity.

Each SAVA-SCUSD student shall be routinely and consistently assessed throughout each school year. The results of each assessment shall be used to identify the progress of each student to identify students needing additional support and to inform and improve instruction.

CAASPP: On the school-wide level, SAVA-SCUSD shall participate in the state mandated CAASPP assessments as specified in Education Code Section 60605, and any other state-required assessments as applicable to charter schools.

CELDT/ELPAC: As stated above, English Learners shall be assessed annually using the California English Language Development Test (CELDT) or the new English Language Proficiency Test (EPLAC).

Physical Education Assessment: Students in grade 7 and 9 shall be assessed using the California Physical Fitness Test (PFT).

Renaissance Learning STAR Assessments: Students shall be assessed at least three times a year using the STAR Assessments, which measure student reading and mathematics skills.

Classroom-Based Assessment: Students shall be assessed both formally and informally by the classroom teacher. Formal assessments include:

English Language Arts:

- Oral Reading Fluency
- Weekly Assessments
- Reading Comprehension through Leveled Passages
- Writing Samples
- Summative Unit Assessments

Math:

- Topic and Chapter Tests
- Diagnosis and Intervention System
- Benchmark Exams
- Teacher Created Tests

Science and Social Studies:

- Teacher Created Assessments
- Unit Tests
- Hands-on Projects
- Scientific Inquiry Projects
- Service-learning Projects

The formal assessments are subject to adaptation, addition, and change given student needs.

Informal assessments include observations of students while working in groups, small group reading discussions, teacher-student conferencing, and oral presentations.

Continuous Assessment

Teachers will organize continuous assessment over the course of the school year according to specified assessment criteria that correspond to the objectives of each subject group.

Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the Charter

Teachers will be responsible for structuring varied and valid assessment tasks (including tests and examinations) that allow students to demonstrate achievement according to the objectives for each subject group. These include:

- Open-ended, problem-solving activities
- Investigations
- Organized debates
- Hands-on experimentation
- Analysis and reflection

Assessed Curriculum

The principal purposes of assessing what has been learned are to:

- Determine what the student knows and understands about the world
- Inform and differentiate teaching and learning
- Monitor student progress in terms of character development programs
- Provide feedback to teachers, students and parents
- Monitor the effectiveness of the curriculum
- Inform the professional development of teachers.

Essentially, assessment in this Charter is of two types, each of which has a specific function.

- **Formative assessment** is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and learning activities are directly linked; neither can function effectively or purposefully without the other.

- **Summative assessment** occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned. It aims to give teachers and students a clear insight into students' understanding.

Assessments Identify Student Needs and Link to Support

SAVA-SCUSD teachers will be supported by data analysis functions of a student data system, other software, and teacher observations and assessments. Faculty and administration will use this information when they meet to review student progress, discuss students needing assistance, assess progress, and discuss strategies to assist students. Discussions may be informal, including the sharing of strategies and best practices, or the beginning of a Student Study Team referral. SAVA-SCUSD will involve parents by providing progress reports mid-semester and holding parent/teacher conferences throughout the school year.

At SAVA-SCUSD, assessment informs instruction. Collaboration will occur within and across grade levels to include analysis of formative and summative assessment results. Additionally, staff members will collaborate on the development of Specific, Measurable, Attainable, Realistic and Timely (SMART) Goals during scheduled data discussion meetings which will occur once a semester. Within these meetings CAASPP data, benchmark assessment scores in math, writing, reading, and oral reading fluency levels will be discussed to determine where each individual is performing academically and what SMART goals should be established for the next semester. Teachers will collaborate to examine student work samples in order to make recommendations and suggestions and norm against expected results. Teachers will also utilize work samples and informal observations to see student engagement, proficiency, interest, and mastery of the learning objective.

SAVA-SCUSD students at all levels will be assessed throughout the school year. This comprehensive program to establish academic levels and needs is in accordance with the California testing standards. Students in grade 7, 8 and 11 will take the CAASPP at the end of the year and receive preparation for it. In order to effectively prepare all students, SAVA-SCUSD will include all students in school-wide assessment through English language arts assessments, Math topic tests, and benchmark summative exams. Incoming students will be immediately tested with a reading and math assessment so that they are appropriately placed. SAVA-SCUSD will utilize data tools to analyze the results of assessments to inform classroom instruction. Students will become part of the assessment process when they create a student work portfolio that showcases their best work and by participating in parent-teacher conferences and parent nights.

All SAVA-SCUSD students who are English Learners (EL) will be assessed by the California English Language Development Test (CELDT, or ELPAC) to determine English language proficiency. This assessment helps will help to support our ELs in the classroom by determining their level of English language acquisition. CELDT/ELPAC assessment results will be addressed at data discussion meetings. SAVA-SCUSD's goal is to ensure an optimum education for every student while recognizing and respecting the student's home language.

Findings will be used to enhance the educational progress of each student by providing universal access and differentiated instruction for students who need intervention. For example, EL students will have access to at least ninety minutes weekly of English language instruction; students who

are low in either reading or math are placed in flexible groupings to support their growth. Advanced students will also be supported in flexible groupings that challenge their learning skills.

Student growth will be monitored through progress reports, report cards, data tools or other grade keeping programs. Data tools will be utilized to monitor math, reading, and writing benchmarks and other assessments. These results track student achievement and progress. Frequent feedback will be given to parents on the progress of their students through progress reports, mid-semester progress reports, and end of term report cards in conjunction with parent conferences if necessary.

Student Report Cards

At SAVA-SCUSD, all students will be graded in the traditional A, B, C, D, or F format. Parent conferences will be scheduled with students as appropriate. Progress reports will also be used to communicate students' progress to parents. The progress reports will go out at the mid-point of each semester. The data from the report cards, progress reports, benchmarks and unit assessments will be used to initiate dialogue at data discussion meetings to drive instruction in the classroom.

Reading Monitoring Instruments

Because literacy is one of our primary focuses, teachers at SAVA-SCUSD will evaluate each student individually to measure the student's progress in reading. Students will be assessed using curriculum-embedded assessments from the proposed English language arts curriculum. Additionally, fluency building materials and assessments are utilized within the language arts program.

English Language Development

Although the CELDT/ELPAC measures student progress in English Language acquisition once a year, teachers will supplement information from the CELDT/ELPAC with ongoing English language assessments to plan instruction during the year. EL teachers and classroom teachers will evaluate students based on their classroom observations and anecdotal records in the areas of Reading, Writing, and Listening and Speaking, which are the same areas evaluated by the CELDT/ELPAC. The results of these evaluations will be reported during the re-designation process, noted in the portfolio, shared with parents during conferences, and used to plan instruction that meets the needs of the different English levels.

Math

Teachers will evaluate students at all grade levels according to standards-based performance goals. The results of these assessments will be reported during the data discussions and parent conferences to identify areas where additional targeted instruction may be necessary and to plan support for students who are having difficulty in specific areas.

Writing

Through professional development, teachers will develop expertise in the area of writing instruction using best instructional practices and resources for evaluating students' progress. Student writing will be assessed on an ongoing basis. The purpose of these assessments is to measure student progress over time, to evaluate the success of writing instruction, and to plan future instruction.

SARC

SAVA-SCUSD shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card each year as part of the school's Annual Performance Report.

Plan for Collecting, Analyzing, and Reporting Data on Student Achievement

Students and their parents will receive individual test results from all state mandated assessments. Additionally, students will receive multiple reports throughout the year on student progress, including the opportunity for parent conferences.

SAVA-SCUSD will utilize student data collection software program Illuminate or a program of similar breadth. The program will allow teachers to access student information and test results for multiple years on a single page. The program will also be used for local assessments to make data analysis effective. SAVA-SCUSD will also use a student information system to report student attendance and store student information.

Data analysis will be done during cohort meetings to aid in determining which students are meeting or exceeding the state standards. In addition, this process will help determine which students need academic intervention. Data analysis will also be used to determine effective teaching styles. SAVA-SCUSD will monitor student growth through report cards, progress reports, online grading system printouts, and teacher-parent communication. Teachers will analyze the data to drive instruction and employ various teaching strategies. The results from these assessments will be used to determine placement in the Response to Intervention process.

SAVA-SCUSD believes that collaboration between all stakeholders is crucial for student achievement and that using data with input from all shareholders is necessary in planning for student achievement. The planning process starts at the administrative level and then will include input gathered from the staff, families, and students will start at the beginning of the year. Data from multiple sources is used to show growth and progress over time and to identify school strengths and areas for growth. The administrative team will consider all input and data to create the year-long plan for achievement.

Annual Performance Report

SAVA-SCUSD shall compile and provide an Annual Performance Report to the GCC Board of Directors. This report includes, at a minimum, the following data:

- The school's School Accountability Report Card (SARC).
- Summary data showing student progress toward the goals and outcomes specified in Element II from assessment instruments and techniques listed in Element II. This data is displayed on both a school-wide basis and disaggregated by major racial and ethnic Categories to the extent feasible without compromising student confidentiality
- Local Control and Accountability Plan (LCAP)
- A summary of major decisions and policies established during the year and upcoming year goals.
- A summary of major school accomplishments.
- Current and projected financial viability of the school
- Results of the annual site assessment from the District, demographic information, and any follow-up action steps to be taken academically to address the needs of all students, as applicable.

IV. Governance Structure

IV. GOVERNANCE STRUCTURE

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

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

Non-Profit Public Benefit Corporation

Upon approval of this Charter, SAVA-SCUSD will be a direct funded, independent charter school operated by Gateway Community Charters, Inc., a California Nonprofit Public Benefit Corporation incorporated pursuant to California law. The Charter School shall be governed pursuant to the bylaws adopted by GCC, as subsequently amended pursuant to the bylaws.

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

Attached, as Appendix L, please find the Gateway Community Charters Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School shall be governed by the GCC Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have five (5) directors. All directors shall be designated by the existing Board of Directors; the process for selection of directors is described in the bylaws. All directors are to be designated at the corporation's annual meeting of the Board of Directors. No teacher or staff member employed at the Charter School shall serve as a director on the Board.

In accordance with Education Code Section 47604(b), the authorizer may appoint a representative to sit on the Board of Directors. No persons serving on the Board of Directors may be an interested person. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law,

daughter-in-law, mother-in-law, or father-in-law of such person. The Board has adopted a conflicts of interest policy in accordance with applicable conflicts laws.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for four (4) years and until a successor director has been designated and qualified. The terms of the Board of Directors are staggered with all directors serving four (4) year terms. The current GCC Board of Directors is constituted as follows:

NAME	BOARD	BACKGROUND
Lillie Campbell	President	Retired Educator & Administrator
Bruce Mangerich	Vice President	Retired Deputy Superintendent Business Services
Jack Turner	Secretary	Retired Educator & Administrator
Mark Anderson	Treasurer	Retired Executive Director of RAFT; Retired HP Executive
Harry Block	Director	Community Leader/Grandparent

Board Meetings and Duties

The Charter School shall at all times comply with the Brown Act, the Public Records Act, and all conflict of interest laws generally applicable to the District's Board of Education, including but not limited to, Government Code Section 1090 *et seq*., and the Political Reform Act (Gov. Code Section 81000 *et seq.*). However, should a law, regulations, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the District and Charter School agree to comply with the updated law or decision. The District agrees that if the Charter School has an opportunity it would like to pursue, but is prevented from doing so due to its voluntary agreement to comply with Government Code Section 1090, the District will in good faith consider an amendment to this charter and the MOU to allow such opportunity provided all other applicable conflicts of interest laws are followed. District agreement shall not be unreasonably withheld.

The GCC Board of Directors meets regularly, at least once a month (except during the summer) and in accordance with the Brown Act. As a best practice the GCC board receives governance and brown act training annually during the board retreat. The GCC board also utilizes the California School Board Association (CSBA) online agenda platform for agendas and meeting materials. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

Specific Responsibilities:

1. Determine the mission, vision, values and purpose of GCC and keep it clearly in focus.
    - Create and periodically review the mission statement which:

- Serve as a guide to organizational planning, board and staff decision-making, volunteer initiatives and setting priorities among competing demands for scarce resources.
- Are used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
- Understand and support the mission and vision statements.

2. Select the Superintendent/CEO
    - Reach consensus on the Superintendent/CEO job description.
    - Undertake a careful search process to find the most qualified individual.
    - Oversee and approve contract negotiation and renewal.

3. Support and review the performance of the Superintendent/CEO
    - Provide frequent and constructive feedback.
    - Assist when board members overstep prerogatives or misunderstand their roles.
    - Compliment for exceptional accomplishments.
    - Provide for an annual written performance review with a process agreed upon With the Superintendent/CEO well in advance.

4. Ensure effective organizational planning
    - Approve an annual organizational plan that includes concrete, measurable goals Consistent with the charters and accountability plan.
    - Ensure strategic planning and the creation of board goals occur annually and Are reviewed quarterly.

5. Ensure adequate resources
    - Approve fundraising targets and goals.
    - Assist in carrying out development plan.
    - Make an annual gift at a level that is personally meaningful; or be instrumental in bringing in such amount through outside sources/fundraising.

6. Manage resources effectively
    - Approve the annual budget.
    - Monitor budget implementation through periodic financial reports.
    - Approve accounting and personnel policies.
    - Provide for independent annual audits by a qualified CPA, in alignment with each charters language.
    - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of each school.

7. Determine, monitor and strengthen the programs and services

- Assurance programs and services are consistent with the mission and each of the charters.
- Approve measurable organizational outcomes.
- Approve annual, attainable board and management level goals.
- Assess the quality of the program and services.

8. Enhance Gateway Community Charter's, and the schools, public standing
    - Serve as ambassadors, advocates and community representatives of the schools and organization.
    - Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
    - Provide for a written annual report and public presentation that details GCC's mission, programs, financial condition, and progress made towards charter promises.
    - Approve goals of an annual public relations program.

9. Ensure legal and ethical integrity and maintain accountability
    - Establish policies to guide the organization's board members and staff.
    - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
    - Adhere to the provisions of the organization's bylaws and articles of incorporation.
    - Adhere to local, state and federal laws and regulations that apply to the charter schools.
    - Ensure compliance with all federal state and local government regulations.

10. Recruit and orient new board members and assess board performance
    - Define board membership needs in terms of skill, experience and diversity.
    - Cultivate, check the credentials of and recruit prospective nominees.
    - Provide for new board member orientation.
    - Conduct an annual evaluation of the full board and individual directors.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

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

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

The Board of Directors receives one or more annual trainings that includes their responsibilities as regards the topics of Conflicts of Interest, the Brown Act, fiscal responsibility, and governance.

The GCC Superintendent/CEO

The Superintendent/CEO is the Chief Executive Officer of the organization and of all the GCC schools. The Superintendent ensures the implementation of Board policy and oversees the entire scope of operations of the GCC. S/he provides the leadership necessary to ensure the provision of the best possible educational opportunities for all students within the GCC's service area.

The Superintendent/CEO reports to the Board, and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board policies and priorities. The Superintendent/CEO promotes the vision of the Board and is the Board's chief advisor, overseeing the strategic and operational plans of the corporation's schools.

The Superintendent/CEO oversees the entire scope of operations for the GCC and has overall day-to-day management responsibilities of the corporation and all of its schools, determined by the Board as outlined in the Bylaws, job specification and the job specific employment contract. The Superintendent/CEO ensures the corporation operates in fulfillment of the mission and the mission of the individual schools as spelled out in the charter(s) and in compliance with charter school law, GCC Bylaws and applicable education law. The Superintendent/CEO works with the Board and its committees to ensure the corporation makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The Superintendent/CEO ensures that the schools maintain a focus on student achievement. The Superintendent/CEO serves as a spokesperson for GCC to further the school(s) prominence within the local, state and national education and charter school communities.

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

- Oversee the strategic and operational plans of GCC, including all its schools.
- Oversee the day to day management of GCC, including the operations of all its schools.
- Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act.
- Supervise and evaluate Central Administration positions and the Charter School

Principals (Principal evaluation may be completed by the Superintendents designee)

- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with legal counsel and any outside consultants.
- Stay abreast of education laws and regulations.
- Oversee all purchasing, pay warrants, requisitions and other expenditures.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Oversee all necessary financial reports as required for proper ADA reporting.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present, or ensure the oversight and presentation of, regular financial reports to the Board.
- Supervise student disciplinary matters when necessary.
- Attend all Board meetings and attend District Board of Education meetings, as necessary, as the charter representative.
- Establish procedures designed to carry out Board policies.
- Oversee all responsibilities, obligations, and duties not assigned to the Board.
- Assign or transfer employees to best serve the interests of the organization
- Exercise authority and discretion in acting upon matters not covered by Board policy or guidelines.

The Principal

The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports directly to the Gateway Community Charters Superintendent/CEO, and is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal is assigned tasks from the GCC Superintendent/CEO and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Provides leadership to the school staff, defines and clarifies educational objectives, and stimulates high levels of job performance.

- Plans, directs, implements, and evaluates the instructional program in the school, including responsibility for implementing the GCC Board adopted curriculum in accordance with the needs of the school.

- Has significant direct involvement in formulating charter school policies relating to the principal's program and other GCC programs.

- Is responsible for coordinating and overseeing the selection of school staff.

- Assigns, trains, supervises, and evaluates staff.

- Studies and initiates the use of new teaching methods and materials (and may develop such methods and materials) and initiates, encourages, and directs experimental and pilot programs of instruction.

- Develops and implements plans for control of student discipline and conduct, including initiating and attending hearings on these matters.

- Assists teachers with programs and problems relating to pupils and instruction. Confers and counsels with pupils, staff, parents, and other community members.

- Coordinates, encourages, and provides in-service growth opportunities for teachers and other personnel within the school.

- Coordinates and participates in screening of and recommending of pupils for special education classes and/or other special programs.

- Provides direction and guidance to all support services providers regarding current programs, problems, and other needs of the school.

- Assists with transportation issues and problems, as applicable.

- Prepares or supervises the preparation of class schedules, bell schedules, instructional minutes requirements and coordinates programs as they relate to GCC policies.

- Ensures proper maintenance, operation, and safety of the school plant and site.

- Establishes and maintains cooperative relationships with parents and community groups, including supervising and coordinating use of school facility by outside groups.

- Identifies community resources and agencies that may provide services to the school and establishes relationships as appropriate with these resources and agencies.

- Is responsible for the allocation and school site usage of school budget/funding.

- Is responsible for evaluation and proper instructional level placement of pupils, and is personally involved in special cases.

- Prepares and submits reports required by the GCC and/or the District.

- Coordinates and oversees the Teacher Induction Program for year 1 and 2 teachers at his/her site.

- Attends and participates in meetings such as parent groups, Advisory Committee, Site Administrator Meetings, and other meetings as directed or appropriate. May be assigned responsibility for special GCC-wide projects.

- Evaluates, selects, and orders supplies, materials, and equipment appropriate to the school site.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the GCC Board of Directors to a business administrator of the School or other appropriate employee or third party provider.

Organizational Chart

Attached as Appendix M, please find a GCC and a SAVA-SCUSD Organizational Chart.

SAVA-SCUSD School Site Council

As a potential Title I school, SAVA-SCUSD shall establish a School Site Council. The School Site Council shall support SAVA-SCUSD to attain the goals of the Charter. The proposed Site Council composition shall include:

- Two parent/community representatives
- Three student representatives
- Three teacher representatives
- One representative of the non-teaching staff
- One representative of the administrative team

Site Council purpose:

- Approve a School Site Plan, which directs staff, students and parents to attain the goals of the Charter
- Determine the programs and activities to accomplish the goals
- Provide input for the use of LCAP funds to achieve the goals

- Make recommendations to the school Principal

The School Site Council shall work with the SAVA-SCUSD Principal to ensure that the school meets its charter mandates. The School Site Council shall recommend school priorities and policies to the SAVA-SCUSD Principal for consideration, and devise support structures to help implement the charter program at SAVA-SCUSD.

Parental Participation in the Educational Program

At SAVA-SCUSD, parents and families shall be full partners in the educational process. Research has demonstrated that children learn better when parents are engaged in their education. SAVA-SCUSD shall use a variety of methods to build this partnership and help parents support their children.

- **Initial, Ongoing and Frequent Communication:** At the beginning of each school year or when a new student enters the school, students and their parents or guardians will meet one-on- one with an enrollment specialist or counselor to discuss the student's progress and their future needs and goals. This review and planning session will give parents an opportunity to ask questions and help determine the course of their child's academic future, and to learn more about instructional targets and positive discipline strategies that may help their students. Recognizing this, SAVA-SCUSD will strive to help students to succeed by bringing parents into their child's academic life and offering a variety of ways for parents to be full partners in all aspects of the school. Central to this goal is the independent study model. Because teachers will meet with students one-on-one, because of the low overall student-teacher ratio, and because each student only has one master teacher, the teacher, parent, and student will be able to build a good working relationship in order to help each student succeed.

- **Parent Communication:** SAVA-SCUSD recognizes that consistent communication between home and school is one of the key ways that student success can be cultivated by the school community. In response to this, SAVA-SCUSD will developed a number of ways to meet family needs. First, at the time of registration, all students will be asked to identify their home language, enabling the school to identify those homes which may need to have information translated. The school will use both direct mail and the auto dialer system to communicate information about important dates, events, and other important student centered information. Vice principals will coordinate any translation needs parents may have, locating translators if needed for parent-teacher meetings. Staff members will assume translation duties as needed and able, and vice principals work with local outreach groups as needed to translate documents into other languages as the need arises.

  SAVA-SCUSD will utilize an updated school web site as one of the communication tools for parents, students, and community members. The website will be used for school

announcements and general information. Through the webpage, parents will be able to access important information and learn more about the programs offered within the school. This tool ensures complete and timely two way communication with parents about their child's progress, classroom, and school wide activities. The school will also have daily updates and reminders available through multiple social media sources.

- **School/Community Engagement:** SAVA-SCUSD sites will hold quarterly events aimed at connecting, informing, and celebrating our students and local community. In the fall, SAVA-SCUSD will hold a College and Career Fair, where representatives from community colleges, private colleges and universities, trade schools, WIOA partners, and military branches provide information to students and their families. To help students and their families prepare for post-high school education, SAVA-SCUSD will hold a Financial Aid workshops four times per year for seniors who plan to continue their education after high school. At these workshops students and their families will be introduced to the state, federal, and private financial aid system. Computers will be provided during the workshops so that students can begin the FAFSA application. Students will have the opportunity to meet with the counselor and other staff members if they need further assistance with the application process. Ongoing from October through May, SAVA-SCUSD will have a monthly student of the month and parent/guardian recognition program to honor parents/guardians and students for exceptional effort and/or improvement.

- **Parenting/Adult Education Opportunities:** SAVA-SCUSD will provide monthly workshops for parents focused on access to school resources, resume building, interview skills, and study skills. These workshops will be conducted during both first and second semester at each SAVA – SCUSD location.

Family and Community Involvement

SAVA-SCUSD and GCC will actively seek parent and community members for involvement in school activities, fundraising, and when needed advising the GCC Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation shall play a vital role in the effectiveness of our program.

V. Staff
Qualifications

V. STAFF QUALIFICATIONS

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

- Education Code Section 47605(b)(5)(E).

SAVA-SCUSD shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy, mission and vision. In accordance with Education Code 47605.6(e)(1), SAVA-SCUSD 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 ethnicity, national origin, gender, gender expression, gender identity, or any other characteristic described in Education Code Section 220.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by SAVA-SCUSD staff in cooperation with the GCC Human Resources department. Staff and GCC Human Resources personnel shall recommend applicants suitable for employment. Following the interview process, ratification shall rest with the Gateway Community Charters Board of Directors.

Teacher Qualifications

All certificated staff teaching core subjects at SAVA-SCUSD shall be fully credentialed as required by Education Code Section 47605.6(l), and are required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher of other public schools would be required to hold in accordance with state law. These documents shall be maintained on behalf of SAVA-SCUSD at the Gateway Community Charters corporate office and be available for inspection by the chartering authority upon request. Teachers shall meet other Elementary and Secondary Education Act requirements that are applicable to charter school teachers. To provide appropriate instructional support for English Learners, all SAVA-SCUSD staff are required to obtain EL authorization.

The Charter School shall provide at the request of the District proof of employment of appropriately credentialed, full-time equivalent teachers at the Charter School.

SAVA-SCUSD may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity.

Principal Qualifications

Qualifications for the position of Principal shall include, but not be limited to:

Credential: Possession of a standard administration credential or a credential of equivalent authorization issued by the California Commission on Teacher Credentialing is preferred.

Education: A bachelor's degree from an approved institution is required. Advanced degrees are preferred.

Experience: A minimum of three years of certificated experience in public or private schools is preferred, and, additionally, preference will be given for other school teaching experience, administrative, or supervisorial experience at the grade level of the principals proposed site.

Job descriptions and qualifications for all other key SAVA-SCUSD employees are included. (Appendix N)

As of date: 9/6/17			
Teachers:	Number of teachers	Number of credentials current	Number of appropriate assignments
K	-	-	-
1	-	-	-
2	-	-	-
3	-	-	-
4	-	-	-
5	-	-	-
6	-	-	-
7-8	4	4	4
9-12	48	48	48
Totals	52	52	52

(Appendix Y)

VI. Health & Safety of Students & Staff

VI. HEALTH AND SAFETY OF STUDENTS AND STAFF

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

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

SAVA-SCUSD shall implement the same comprehensive set of health, safety, and risk management policies as adopted and implemented by the other charter schools governed by the GCC. These policies are reflected in the GCC Comprehensive School Safety Plan, and/or specific GCC Board-adopted health and safety policies, available upon request.

Gateway Community Charters Comprehensive School Safety Plan

SAVA-SCUSD is committed to maintaining a safe and secure campus for all of its students and staff. To that end, the Gateway Community Charters Comprehensive School Safety Plan covers policies and expectations regarding the practices of our site to maintain the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conductive to learning. SAVA-SCUSD shall have a school representative who attends monthly Safety Committee meetings at the GCC offices with representatives from the other GCC schools to discuss the implementation of the Comprehensive Plan at each site. Copies of GCC Comprehensive School Safety Plan and GCC Injury & Illness Prevention Plan can be found in Appendices N & O.

Procedures for Background Checks

The Charter School, at its sole cost and expense, shall obtain fingerprint, criminal record summaries and subsequent arrest information for all Charter School employees in positions requiring contact with minor children in accordance with the requirements of Education Code section 44237. The Charter School shall require all its subcontractors and vendors whose duties require contact with Charter School students to submit fingerprints in accordance with Education Code section 45125.1. The Charter School shall require all parent volunteers, who will supervise children outside of the presence of a credentialed employee, to undergo fingerprinting/background checks pursuant to Education Code sections 35021 *et seq.* The Charter School shall notify the District in writing of its compliance with this paragraph. The Charter School shall make Charter School employee and volunteer fingerprint verification information available to the District upon request.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and follow all applicable reporting laws. The GCC Child Abuse Policy contains detailed policies and procedures

for the immediate reporting of suspected child abuse and neglect. All appropriate staff are required to certify knowledge of the Policy annually, and employees shall receive training annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

All staff at SAVA-SCUSD, and volunteers who have frequent or prolonged contact with students, shall comply with tuberculosis risk assessment and examination requirements prior to employment in accordance with Education Code Section 49406. The GCC Board has adopted a separate policy on tuberculosis testing.

Immunizations

SAVA-SCUSD shall adhere to all laws related to legally required immunizations for entering students, as they pertain to charter schools.

Medication in School

SAVA-SCUSD shall adhere to the GCC Board Policy regarding the administration of medication in school.

Vision/Hearing/Scoliosis

SAVA-SCUSD shall adhere to the GCC Board Policy in relation to Vision, Hearing and Scoliosis testing.

Emergency Preparedness

SAVA-SCUSD shall adhere to its GCC Comprehensive School Safety Plan for emergency and disaster plan procedures drafted specifically to the needs of each physical school site.

Blood Borne Pathogens

The Principal and/or designee shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace.

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

Drug Free/Alcohol Free/Smoke Free Environment

SAVA-SCUSD shall maintain a drug and alcohol and smoke free environment.

Diabetes

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

a) A description of type 2 diabetes.
b) A description of the risk factors and warning signs associated with type 2 diabetes.
c) 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.
d) A description of treatments and prevention of methods of type 2 diabetes.
e) A description of the different types of diabetes screening tests available.

Discrimination and Harassment

The Charter School shall maintain policies establishing procedures for handling staff and/or student discrimination and harassment complaints, including procedures and timelines for handling and/or responding to such complaints, and how staff and students will be notified of these policies and procedures.

GCC Safety Committee/GCC Safety Plan and Injury and Illness Prevention Program

In an effort to continue an organization-wide focus on excellence and health and safety, GCC has created a GCC Safety Committee with representatives from each site. The members of this team meet on a monthly basis and develop ways to improve safety across the GCC schools. The GCC Safety Committee has created the GCC Comprehensive School Safety Plan and Injury and Illness prevention Program ("IIPP") and begun implementation of the policies and procedures outlined in the plans. SAVA-SCUSD will have a representative to the GCC Safety Committee and shall work with the SAVA-SCUSD Safety Committee to discuss site specific implementation and issues around the GCC Comprehensive School Safety Plan and IIPP. (Appendix Q)

VII. RACIAL AND ETHNIC BALANCE

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

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

SAVA-SCUSD shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

SAVA-SCUSD seeks to achieve a racial and ethnic balance as outlined in the Charter Schools Act. The Charter School shall implement a student recruitment strategy that strives to ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District that includes, but is not necessarily limited to, the following strategies:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District and surrounding area of the Charter School.

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the territorial jurisdiction of the District and surrounding area of the Charter School.

- SAVA-SCUSD utilizes recruitment strategies such as, Social Media, Radio, Website, Direct Mail, and Community Events.

- Informational materials will be translated into Spanish.

- SAVA-SCUSD meetings in selected areas throughout the District to reach prospective students and parents.

TABLE 1: RACIAL AND ETHNIC BALANCE

	2017-18	2017-18	2017-18	2017-18	2016-17	2016-17	2016-17	2015-16	2015-16
Student Population	***District: #***	***Site: #***	***Site: %***	***District: %***	***Site: %***	***District: %***	***District: #***	***Site: %***	***District: %***
Status as of: 9/6/17						Official	Official	Official	Official
- Total Enrollment	Unavailable	807	100%	Unavailable	928	100	41,085	849	100
- EL	Unavailable	93	12%	Unavailable	114	19.8	8,143	110	15.4
- SPED	Unavailable	186	23%	Unavailable	197	13.3	5,455	171	13.7
- FRPM	Unavailable	not yet available	not yet available	Unavailable	767	70.3	28,876	696	72.6
- Foster Youth	Unavailable	12	1%	Unavailable	16	< 1.0	261	7	< 1.0
- Homeless	Unavailable	19	2%	Unavailable	19	0.8	367	13	1.5
- African American	Unavailable	218	27%	Unavailable	266	14.2	5,818	247	14.8
- American Indian	Unavailable	31	4%	Unavailable	35	0.6	251	41	0.6
- Asian	Unavailable	9	1%	Unavailable	8	17.6	7,219	9	17.8
- Filipino	Unavailable	9	1%	Unavailable	15	1.5	604	13	1.4
- Hispanic	Unavailable	321	40%	Unavailable	351	39.3	16,136	285	38.7
- Pacific Islander	Unavailable	14	2%	Unavailable	13	2.2	891	6	2
- White	Unavailable	163	20%	Unavailable	200	18.2	7,476	197	18.5
- Two or More Races	Unavailable	0	0%	Unavailable	0	6.5	2,690	0	6.1
- No Race Indicated	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	< 1.0

(Appendix Y)

VIII. Admission Requirements

VIII. ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable.

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

SAVA-SCUSD is open to any California student. SAVA-SCUSD will actively recruit a diverse student population from the District and surrounding greater Sacramento areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission, except as provided by Education Code Section 47605(d)(2), shall not be determined by the place of residence of the student or his or her parent in the state of California. SAVA-SCUSD shall not discriminate in admissions based upon any of the characteristics described in Education Code Section 220. SAVA-SCUSD programs, admission policies, employment practices, and other operations will be nonsectarian. SAVA-SCUSD shall not charge tuition. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

Public Random Drawing

SAVA-SCUSD shall enroll all students who wish to attend the School subject only to capacity. Enrolling students must provide a timely application, proof of immunizations, and proof of age (to ensure legal minimum and maximum age limits are adhered to). If the number of students wishing to attend SAVA-SCUSD exceeds SAVA-SCUSD's capacity, admission to SAVA-SCUSD, except for existing students of the School who are guaranteed admission in the following school year, shall be determined by public random drawing. SAVA-SCUSD shall hold one or more public, random drawings. Preference in the public random drawing shall be granted in the following order:

1. Existing students of SAVA-SCUSD
2. Siblings of students admitted to or attending SAVA-SCUSD who reside in the District
3. Siblings of students admitted to or attending SAVA-SCUSD who reside outside the District
4. Children of SAVA-SCUSD employees who reside in the District
5. Children of SAVA-SCUSD employees who reside outside the District
6. All other residents of the District
7. All other applicants

Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list are offered admission in the order in which their names were drawn in the lottery. In no circumstance will a waitlist carry over to the following school year.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time

of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date.

Prospective students and their parent/guardians are briefed regarding SAVA-SCUSD's instructional and operational philosophy and are given a copy or summary of SAVA-SCUSD's student-related policies prior to enrollment with SAVA-SCUSD. (Appendix X)

IX. Independent Financial Audit

IX. 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 fiscal audit of the books and records of SAVA-SCUSD will be conducted as required under the Charter Schools Act, sections 47605.6(b)(5)(I) and 47605.6(m). The books and records and audit of SAVA-SCUSD will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Gateway Community Charters Board, or their designee, shall select and oversee an independent auditor. The auditor will have, at a minimum, experience with school and educational accounting requirements and practices, a CPA, 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.

It is anticipated that the annual audit will be completed within five months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year Appropriate site and GCC staff will review any audit exceptions or deficiencies and report to the Gateway Community Charters Board of Directors with recommendations on how to resolve them. The GCC Board will approve a report 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. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution process contained in the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The Charter School shall be solely responsible for all costs associated with auditing services. The independent fiscal audit of SAVA-SCUSD shall be conducted separately from the District. The resulting audit report is a public record to be provided to the public upon request.

X. Suspension/
Expulsion of Students

X. SUSPENSION AND EXPULSION POLICY AND PROCEDURES

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

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

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 SAVA-SCUSD. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. SAVA-SCUSD staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

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 employees, students, staff or other persons or to prevent damage to school property.

The SAVA-SCUSD Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy is available upon request at the school administrative 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, SAVA-SCUSD has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom SAVA-SCUSD 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.

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 the School or at any other school or a School sponsored event 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, sold 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.

    g) Stole or attempted to steal school property or private property.

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 Section11014.5.

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.

(1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

s) 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.

t) 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.

u) 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.

v) 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 acts 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 school site, 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.

w) 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).

x) 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 Executive Director 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.

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, sold 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.

g) Stole or attempted to steal school property or private property.

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) Knowingly received stolen school property or private property.

l) 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.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

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 pre-initiation 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. 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, 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 acts 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 school site, 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: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that 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.

If it is determined by the Administrative Panel and/or GCC 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 and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal. 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 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.

This conference shall be held within two (2) 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 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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, 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 upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by GCC Board following a hearing before it or by the GCC Board upon the recommendation of an Administrative Panel to be assigned by the GCC Board as needed. The Panel should consist of at least three members; neither a teacher of the pupil nor a board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

The expulsion hearing will be presided over by the GCC Board President, his or her designee, or the chair of the Administrative Panel. In the event an Administrative Panel hears the case, it will make a recommendation to the GCC Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil 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 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 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 an advocate;

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 day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

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

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

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

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

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the GCC 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 a written recommendation to the GCC Board who will make a final determination regarding the expulsion. The final decision by the GCC Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the GCC 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 GCC Board to expel shall send written notice of the decision to expel, including the GCC Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.

2. 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 School.

The Principal or designee shall send written notice of the decision to expel to the Student's district of residence, and the District. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Suspended and Expelled Pupils/Alternative Education

The Charter School shall ensure that pupils suspended from the Charter School are provided with an appropriate alternative educational program (class work and homework assignments, etc.) during the period of the pupil's suspension from school. Whenever a pupil is expelled from the Charter School, the Charter School shall notify the pupil and the pupil's parents or guardians in writing of the pupil's duty to attend the public school district in which the residency of either the parent or legal guardian is located. The Charter School shall also notify the public school district in which the residency of either the parent or legal guardian is located whenever a pupil is expelled from the Charter School.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the GCC 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 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 GCC Board following a meeting with the Principal 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 shall make a recommendation to the GCC 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 School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a 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, 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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to 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 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.

TABLE 1: SUSPENSIONS - EXPULSIONS

Student Population	Suspensions 2016-17	Suspension % 2016-17	Expulsions 2016-17	Expulsion % 2016-17	Suspensions 2015-16	Expulsions 2015-16	Suspensions 2014-15	Expulsions 2014-15
- Total Enrollment	0	0	0	0	0	1	2	0
- EL	0	0	0	0	0	0	0	0
- SPED	0	0	0	0	0	0	0	0
- FRPM	0	0	0	0	0	0	0	0
- Foster Youth	0	0	0	0	0	0	0	0
- Homeless	0	0	0	0	0	0	0	0
- African American	0	0	0	0	0	0	0	0
- American Indian	0	0	0	0	0	0	0	0
- Asian	0	0	0	0	0	0	0	0
- Filipino	0	0	0	0	0	0	0	0
- Hispanic	0	0	0	0	0	0	2	0
- Pacific Islander	0	0	0	0	0	0	0	0
- White	0	0	0	0	0	1	0	0
- Two or More Races	0	0	0	0	0	0	0	0
Exits	2016-17	2015-16	2014-15	2013-14	2012-13			
Total Exits	0	1	0	0	0			

(Appendix Y)

XI. Retirement Systems for Staff

XI. RETIREMENT SYSTEMS FOR STAFF

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).

SAVA-SCUSD's credentialed employees shall be covered under the State Teachers' Retirement System (STRS) and classified employees may be covered by the Public Employees' Retirement System (PERS) and/or social security according to their classification. The GCC Human Resources Department shall be responsible for coordinating participation of employees in the appropriate retirement plans.

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 in accordance with applicable inter-district transfer policies. Enrollment in SAVA-SCUSD shall not guarantee any student placement or enrollment in any program or school of the District. 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.

XIII. Employee Return Rights

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.

All employees of the Charter School are considered the exclusive employees of GCC and not of the District, unless otherwise mutually agreed in writing.

XIV. Dispute Resolution Process

XIV. DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

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

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

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

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

The GCC Superintendent/CEO and District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 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 District Superintendent and the GCC Superintendent/CEO 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 District Superintendent and the GCC Superintendent/CEO 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 District Superintendent and the GCC Superintendent/CEO. Mediation shall be held within sixty 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.

XV. Charter School Closure Procedure

XV. CHARTER SCHOOL CLOSURE PROCEDURES

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

- Education Code Section 47605(b)(5)(P).

Closure of the Charter School will be documented by official action of the GCC 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 entity responsible for implementing the closure procedures shall be experienced in dissolution and closure of public educational programs and shall comply with all legal requirements regarding the confidentiality of student records. The GCC Superintendent/CEO shall serve as the official contact for purposes of implementing the closure protocol set forth in the Charter and its plan for maintaining and transferring student records, and payment of debts and liabilities and distribution of remaining assets.

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

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

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

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter

School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Sacramento 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 SAVA-SCUSD, all assets of SAVA-SCUSD, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SAVA-SCUSD, after payment of all debts and liabilities and refunds to applicable agencies, shall be redistributed by the Corporation to its other charter school(s) or another charter school operating within the District, or shall revert to the District. Any assets acquired from the District or District property will be promptly returned upon SAVA-SCUSD's 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 by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the GCC 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 R, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVI. Misc.
Charter Provions

XVI. MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

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

- Education Code Section 47605(g)

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

- A projected first-year budget, including startup costs
- Multi-year projections
- Cash flow
- Budget Narrative

These documents are based upon the best data available to SAVA-SCUSD at this time, including revenue and budget information from Schools Services of California, a trusted source used by districts and counties.

SAVA-SCUSD shall provide reasonably comprehensive financial reports to the District as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

    a. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31st. Additionally, on December 15th, 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, CDE, and the 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.

For reports 1-3, above, the Charter School shall also provide with each financial report supporting and/or back up information including but not limited to: MYP for current and two subsequent years; Assumptions used for two subsequent years; Explanation for major variances by category between reporting periods; Enrollment projection; ADA P2 projection by grade level; COLA & Deficit percentage; Calculation used for determining general purpose funding; List of statutory benefit rates; List of H&W rates and number of participants; and Number of FTEs for certificated and classified employees for each year.

Financial Relationship

SAVA-SCUSD shall receive funding in accordance with Education Code Section 47630 *et seq.* and Education Code Section 47651(a). The District will be reimbursed up to 1% of the LCFF revenues of SAVA-SCUSD (in accordance with Education Code Section 47613(a) through (f)) to cover the actual costs of overseeing SAVA-SCUSD. The District shall provide and/or perform the supervisorial oversight tasks and duties specified by Education Code Section 47604.32 and/or necessitated by this charter. SAVA-SCUSD and GCC seeks to have an appropriate and mutually cooperative business relationship with the District.

Insurance

Gateway Community Charters currently participates in the Schools Insurance Authority (SIA) - sponsored property and liability insurance programs for its Twin Rivers Unified School District charters. Two of GCC's charter schools currently participate in Charter Safe for property and liability. At this time, the GCC maintains its own Worker's Compensation insurance at statutory minimums through Charter Safe. As set forth herein the Charter School shall seek to similarly be covered by these programs, the costs of which shall be separately borne by the Charter School. Should the Charter School not be covered by the SIA or Charter Safe programs, or seek separate coverage, it must obtain coverage at least as extensive as that provided by the SIA, including, but not limited to, the applicable coverage limits, coverage grants, and absence of deductibles. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The Sacramento City Unified School District shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the District upon request.

Facilities

The administrative office and business and support services for SAVA-SCUSD is located at Gateway Community Charters (McClellan, California). At the time of this petition, the proposed school site and resource centers will be located at 5330 Power Inn Rd., Sacramento, 6207 Logan St, Sacramento, , and potentially 810 Grand Avenue, Sacramento, 2469 Rio Linda Blvd. Sacramento, 3141 Dwight Road in Elk Grove, and a location to be determined in South Sacramento.

GCC is in an exclusive partnership with local Workforce Boards (WIOA) to provide quality educational services in alignment with California Education Code 47605. (g) (1). The list of programs we partner with may change from year to year as grant dollars change from provider to provider. The Charter School seeks to work with direct and indirect granters of WIOA Boards in Sacramento County and possibly contiguous counties. GCC on behalf of SAVA-SCUSD, through an MOU will partner with WIOA and its grantees to provide students training, employment related services and other educational services.

Education Code Section 47605.1(g) exempts charter schools that provide instruction exclusively in partnership with WIOA from the geographic restrictions related to out of district and in county locations set forth in Education Code Section 47605.1. The Charter School shall provide to the District a list of its facility locations and, if applicable, a copy of the lease and any appropriate permits/clearances for any new facilities.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

The Charter School shall provide or procure 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. The Charter School shall acquire such services through the GCC, and the Sacramento County Office of Education which provides audit of payroll, A/P, print checks, process payroll tax reporting and management of our financial system. This relationship provides an opportunity to share best practices and improve internal controls.

As a member of GCC, SAVA-SCUSD shall benefit from the centralized administrative services which allow us to combine with other charters to benefit from not only a unified vision of providing choice for students but also benefiting from economies of scale.

SAVA-SCUSD shall be a direct-funded charter school. As such, SAVA-SCUSD's monies shall flow directly from the Sacramento County Office of Education (SCOE) to SAVA-SCUSD. The Charter School shall contract with the SCOE as an independent LEA in the County-administered financial system in the same manner other GCC schools are functioning at this time

All payroll and expenditures shall be processed through the County office system and are accounted for using a fund code that is only utilized for the specific charter school. Charter school payroll and expenditures are subject to County auditing requirements conducted by the internal SCOE auditors which is over and above charter auditing requirements and provides an additional layer of transparency.

The Charter School shall be solely responsible for all costs associated with auditing and accounting services.

The GCC Superintendent/CEO (or designee) shall serve as the Charter School's liaison with the District. Pursuant to California law, the authorizer shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Transportation

The Charter School shall not provide transportation to and from school, except as required by law.

The Charter School shall be solely responsible for the direct cost of any and all transportation services provided by the Charter School for its pupils enrolled in the Charter School. The Charter School shall ensure that Charter School field trip consent and medical insurance forms are consistent with the requirements set forth by our liability carrier.

Food Services

SAVA-SCUSD shall be solely responsible for the direct cost procuring and provisioning of all food services provided to pupils enrolled in the Charter School. Nothing in this document precludes a mutual agreement between the Charter School and the District for these services.

District Reports

The District agrees to file all reports specifically required by law to be filed with the California Department of Education or any other State or federal agency by a local educational agency on behalf of the District and/or Charter School. The Charter School shall promptly provide the District with any information, data, or documentation necessary for the District to timely file such reports in accordance with law. The Charter School shall be solely responsible for the accuracy of all data submitted to the District. The Charter School shall be responsible for filing all other reports as may be required by law.

Upon request, the Charter School shall promptly respond to all District requests for documentation, including any financial records, pursuant to Education Code Section 47604.3. The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The Charter School recognizes and shall comply with the District Superintendent's authority to monitor and investigate the Charter School in accordance with Education Code Section 47604.4.

Attendance Reporting, School Calendar, and Other Data

The Charter School shall provide the District with a copy of the Charter School's annual attendance calendar for the upcoming school year no later than July 1 of each year for which it is in existence. The Charter School shall maintain no less than the minimum number of instructional days and minutes required by the Education Code and/or the California Code of Regulations for each grade level served. SAVA-SCUSD's proposed school year calendar. (Appendix J)

Subject to District approval, the Charter School shall establish and maintain an attendance reporting system to record and account for the Charter School's ADA, as defined in Title 5, California Code of Regulations section 11960. The Charter School shall timely report ADA figures to the District per regulatory timelines for period one, period 2 and annual attendance. The Charter School shall provide the District with a monthly enrollment report no later than the 15th calendar day of the following attendance month. The Charter School shall provide all data and reports required by the District in hard copy and electronic data files. The Charter School shall submit enrollment and demographic information to the California Education Data System (CBEDS), and the California Longitudinal Pupil Achievement Data System (CALPADS), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, the Charter School shall provide the District with documentation of the teacher/student ratio for the Charter School.

Amendments

This Charter School Petition may be amended by a written agreement between the Gateway Community Charters, Inc. Board of Directors and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.

Term of the Charter

The term of this charter shall be for five (5) years, from July 1, 2018 to June 30, 2023.

Renewal of Charter

The term of this charter shall terminate on June 30, 2022. SAVA-SCUSD and GCC may request from the District a renewal, and/or a material revision, of the charter at any time prior to expiration. A renewal request will be presented by SAVA-SCUSD no later than 120 days prior to the expiration of the charter.

The District agrees to hear and render a decision regarding a renewal, a material revision, or an amendment to the charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code Sections 47605 and 47607. Renewal shall be considered in accordance with Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11966.5.

MOU and Severability

Details of any District -provided services, costs and funding between the District and SAVA-SCUSD/GCC shall be detailed in an MOU.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter, which are inconsistent with the terms of this Charter, the parties agree to work cooperatively to amend this Charter and any applicable MOU provisions to accord with any such changes.

The terms of this Charter contract are severable. In the event that any provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the District and the governing board of GCC.

XVII. IMPACT ON THE CHARTER AUTHORIZER

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

- Education Code Section 47605(g).

SAVA-SCUSD shall be operated by Gateway Community Charters, Inc. ("GCC"), a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

The corporate bylaws of GCC provide for indemnification of the GCC Board, officers, agents, and employees, and SAVA-SCUSD maintains general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of SAVA-SCUSD.

The GCC Board institutes appropriate risk management practices as discussed herein, including screening of employees, and dispute resolution.

Conclusion

By approving this charter petition, the District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools.