



## ELEMENT 1: EDUCATIONAL PROGRAM

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## About Our Network - St. HOPE Public Schools



St. HOPE Public Schools opened its doors in 2003 with a clear vision: to create one of the finest urban pre-kindergarten through 12<sup>th</sup> grade public school systems in America. Our students attend longer school days, are held to high expectations for academics and behavior and focus on preparing to obtain a college degree.

We provide a unique network of schools that guides our students from preschool through high school to college. Students gradually build a foundation of academic achievement, community responsibility and confidence empowering them to become educated leaders within their communities. Our rigorous curriculum has closed the achievement gap and dramatically increased the number of graduates who go on to college.

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. In 2012 88% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal. Because all of our schools share these goals, we also share the Five Pillars which provides the foundation for our schools' academics and culture:

1. *High Expectations*

St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and intrinsic rewards and consequences for academic performance and behavior.

2. *Choice and Commitment*

Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. *More Time*

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. All SHPS, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges.

4. *Focus on Results*

St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. *Power to Lead*

St. HOPE Public Schools trains all students to become leaders and our staff models leadership qualities. Principals are given independent control of staffing and budget decisions and staff members are charged with leading their students to academic success. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.







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### **MISSION**

Oak Park Preparatory Academy educates students in grades seven and eight to excel in a rigorous high school, succeed at a four-year university, and lead in their chosen profession.

### **Vision**

We are founded upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park Prep's stakeholders are exceptional in *who we are* and *how we act*.

### **We are...**

#### *Hard workers*

Oak Park Prep students and staff spend over nine hours at school every day to ensure that students experience continuous academic growth and success. During those nine hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Every day Oak Park Prep students receive two-hundred and ten minutes of literacy instruction because we believe that literacy is the most important skill which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

#### *Disciplined leaders*

The Oak Park Prep community believes that a "no excuses" culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.

#### *Accountable stakeholders*

Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to

communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.

#### *Achievement-oriented professionals*

Student achievement is Oak Park Prep's bottom line. We believe that numbers don't lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.

#### *Continuously improving scholars*

The phrase "good enough" do not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

### **We act with...**

#### *Preparedness*

We come to school with lesson plans and homework completed. We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.

#### *Respect*

All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.

#### *Engagement*

When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.

#### *Professionalism*

We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

Because of who we are and how we act we are also GAP CLOSERS and GAME CHANGERS. We work tirelessly, relentlessly, and with unconditional optimism to produce exemplary academic outcomes for our students and close the achievement gap in our community.

# Procedural Guide for Special Education

February

# 2012

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Amy Andersen, Charter SELPA Director



EL DORADO COUNTY  
**CHARTER**  
**SELPA**

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**CHAPTER 1**

**IDENTIFICATION, ASSESSMENT,  
INSTRUCTIONAL PLANNING AND  
REVIEW PROCEDURES**



## REFERRAL, ASSESSMENT AND PLACEMENT GENERAL TIMELINES

*Control+Click [here](#) to watch a training video on Special Education Timelines.*

1. REFERRAL- A referral may be initiated by a parent, teacher, student or other knowledgeable person. Procedures for handling referrals are to be determined in each Charter LEA.
2. ASSESSMENT PLAN - Within 15 calendar days of receiving the referral, an assessment plan is to be developed and a copy given to the parents. A copy of the [Procedural Safeguards](#) shall be included with the assessment plan. For students currently enrolled in a special education program, an Individual Assessment Plan (IAP) will be developed any time a student is to be re-assessed.

*Control+Click [here](#) to review a training video to learn how to fill out an assessment plan.*

3. PARENT CONSENT - No formal (standardized) assessment shall be conducted unless the written consent of the parent is obtained. Parents have at least 15 days from receipt of the assessment plan to make a decision. Assessment may begin immediately upon receipt of consent.
4. IEP TEAM- Within 60 calendar days of receipt of the signed Individualized Assessment Plan (IAP), a team meeting is to be held and an individual education program developed for an eligible student. Parents are to be invited to all meetings regarding the educational program for their child.
5. PROGRAM PLACEMENT- Written parent permission must be obtained prior to placement. The recommended program placement and services should begin as soon as possible from the date of parent's written approval of the IEP.
6. ANNUAL REVIEW - Each special education pupil's educational program must be reviewed at least annually.
7. RE-EVALUATION- At least every 3 years, a special education student will be re-evaluated. Prior to the three year review, the IEP team shall review existing data on the child and determine what additional data is needed.
8. INTERIM ADMINISTRATIVE PLACEMENTS - When a special education student transfers from one SELPA to another, the following timelines apply:
  - a) PROGRAM PLACEMENT- Immediate implementation, to the extent possible, of the student's existing Individualized Education Program. An Interim Placement form is completed immediately upon enrollment and parent signature is obtained.

- b) **ASSESSMENT-** Information, records and reports from the prior district may be utilized to make program recommendations. Upon receipt of the signed Individual Assessment Plan, the team will conduct any additional assessment needed to determine educational needs and make program recommendations.
- c) **IEP TEAM MEETING-** Within 30 days, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives if needed.

*Control+Click [here](#) to watch a training video to learn how to write measureable goals.*

### PRE-REFERRAL PROCESS

1. Parents will be contacted whenever there is a concern about their child's progress.
2. Although a referral for special education assessment may be initiated by a parent, teacher, student or other knowledgeable person, current law requires that all options in the general program be tried before referral to special education\*..\* These options may include, but are not limited to, the following:
  - a) Provide accommodations within the general education program
  - b) Provide research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem solving teams within the general education program (Response to Intervention model).
  - c) Consultation with appropriate staff
  - d) Referral to alternative programs within the Charter LEA
  - e) Referral to professional and/or agencies outside of the Charter LEA
3. All options are to be explored and documented by the general education staff prior to referral. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the general staff.
4. When all of the general education options have been implemented but have not met with success, the student may be referred for special education consideration. \*

\* In the event that a parent makes a written request for a special education evaluation, the district must respond within 15 days with either an assessment plan or a prior written notice [prior written notice](#).

*Control+Click [here](#) to review a training video to learn how to fill out an assessment plan.*

## REFERRAL PROCESS

1. The specific procedures for handling referrals are to be determined in each Charter LEA; however, written documentation must be included in the referral that appropriate alternatives, accommodations and interventions have been implemented. (Written documentation should include but not be limited to the [Referral Form](#) located in the document library of SEIS.)
2. Referrals may be submitted by the following persons:
  - a) Student Study Team/Student Intervention Team comprised of teachers, specialists, etc.
  - b) Parents
  - c) Other service providers or knowledgeable persons
3. All referrals should be submitted to the pupil's Charter LEA of attendance. If the student is not of school age, the child shall be referred to the district of residence.
4. All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the Charter LEA or Charter Special Educational Local Plan Area (SELPA) shall assist the individual in making a [written request for assessment](#) for special education.
5. Upon receipt of a referral, the administrator/designee must initiate one of the following actions:
  - a) If referral information is incomplete, contact the referral source and request additional information in order to process the referral in a timely manner.
  - b) If referral is complete, then take one of the following actions:
    - i. Charter LEA personnel will notify the parent that a referral was made, develop an IAP, and deliver the completed plan to the parents within **15 calendar days** from receipt of the referral.
    - ii. If the referral is determined to be inappropriate, a meeting will be scheduled with parents and referring party to address their educational concerns and review the purpose and scope of Special Education. The Charter LEA must also respond in writing within 15 days with a [prior written notice](#) explaining why the request for assessment is not being accepted and processed. In accordance with [Title 30 Education Code Section 56043](#).

<b>NOTE: A parent's referral for special education must receive a prompt response in writing.</b>
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## INTERIM ADMINISTRATIVE PLACEMENTS

1. Whenever a special education student transfers from one SELPA to another, the following shall occur:
  - a) The necessary paperwork is completed and signed.
  - b) The district will provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP.
  - c) Any additional assessment needed to determine educational needs and make program recommendations will be conducted prior to the IEP. An appropriate Individual Assessment Plan (IAP) is developed if needed. Current information, records and reports from the prior district will be reviewed and utilized to make recommendations.
  - d) An IEP is held to review the placement within 30 days.
  - e) At this IEP the district will adopt the previously approved IEP or develop, adopt, and implement a new IEP.
2. Current information, records and reports from the prior district will be reviewed and utilized to make recommendations. Any additional assessment needed to determine educational needs and make program recommendations will be conducted prior to the IEP.

Refer to the SEIS Document Library for a flowchart that outlines the [Interim Administrative Placement process](#).

## INDIVIDUAL ASSESSMENT PLAN (IAP)

1. An IAP will be developed within 15 calendar days of receipt of referral for special education and shall:
  - a) Be individualized to reflect the unique concerns and strengths of each student.
  - b) Be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so is clearly not feasible.
  - c) Provide an explanation of each type of assessment instrument to be administered, the purpose of the instrument, and the professional personnel responsible for the administration and interpretation of the instrument. It is recommended that assessors be listed by titles rather than their by name.
  - d) State that no educational placement will result from the assessment without the consent of the parent.
2. A copy of the notice of Parental Rights and Procedural Safeguards for Special Education shall be attached to the IAP.
3. No assessment shall be conducted unless the written consent of the parent is obtained prior to the evaluation. Assessment may begin immediately upon receipt of such consent.

4. The parent shall have at least 15 calendar days from the receipt of the proposed IAP to arrive at a decision.
5. If a parent is not identified or the location of the parent is unknown, a surrogate parent must be appointed to represent the individual with exceptional needs. See [Surrogate Parent in California Special Education: An Overview](#) for specific policies and procedures regarding surrogate parents.

<b>NOTE:</b> Personal contact with the parents is strongly recommended to explain the process and forms.
--

### ASSESSMENT

1. The assessment will be completed and an IEP meeting held to review the results of the assessment within **60 calendar days** from the **date of receipt** of the parent's written consent for assessment. The 60 day timeline does not include days between the pupil's regular school sessions, terms, or days of school vacation in excess of five school days in accordance with [30 EC 56344](#) and [56321](#).
2. If the signed assessment plan is received within the last 30 days of school, completion of assessments and the IEP meeting must be held within the first 30 days of the new school year, in accordance with [30 EC 56344](#).
3. When a referral has been made 10 days or less to the end of the regular school year, the assessment plan must be developed within 10 days of the first day of the new school year in accordance with [30 EC 56321](#).
4. Assessments must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The following areas shall be considered where appropriate:
  - health and development
  - vision, including low vision
  - hearing
  - motor abilities
  - language function
  - general ability
  - academic performance
  - self help
  - orientation and mobility
  - career and vocational abilities/interests
  - social and emotional status
  - developmental history

5. For pupils with suspected learning disabilities or behavior disorders, at least one member of the assessment team, other than the child's general teacher, shall observe the child's performance in the general classroom setting and document the observation.
6. The Charter LEA nurse will be the school's liaison with the pupil's primary health provider unless the assessment plan specifies otherwise.
7. All pupils being assessed for initial and three year reviews shall be screened in the areas of hearing and vision, unless parent consent is denied.
8. All pupils continuing to fail a threshold hearing test shall be assessed by appropriately trained personnel for hearing.
9. For pupils who have been medically diagnosed with a chronic illness or acute health problem, relevant information shall be included within the assessment and reviewed by the IEP team.
10. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.
11. Under certain conditions, parents have the right to obtain an [independent educational evaluation](#) at public expense. If a parent disagrees with an assessment obtained or conducted by the Charter LEA, the Charter LEA may:
  - a) offer to obtain another assessment from a professional within the Charter SELPA.
  - b) obtain an independent educational assessment.
  - c) initiate due process to show its assessment was proper.

#### TEST SELECTION AND ADMINISTRATION

1. Testing and assessment materials and procedures used for the purpose of assessment and placement of individuals with exceptional needs are selected and administered so as not be to racially, culturally or sexually discriminatory.
2. Tests and other assessment materials must meet all of the following requirements:
  - a) Are provided and administered in the pupil's native language or other mode of communication, unless the IAP indicates reasons why such provision and administration are not feasible.
  - b) Have been validated for the specific purpose for which they are used.
  - c) Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials.
  - d) Do not violate State Department of Education directives, including but not limited to judgment rendered in the Larry P. case.\*

\*In order to comply with the Larry P. directive from the State Department of Education, the ethnicity of each student shall be recorded on the IAP by the parent. If there is any question regarding the ethnicity of the child as it has been recorded on the form, the case manager may discuss the situation with the parent for clarification purposes. In all cases, the parents determine the ethnicity of their child.

A test of intelligence, often called an I.Q. test, is the method used to measure intellectual ability, and such a test normally would be given as part of this assessment. However, a directive of the State Superintendent of Public Instruction by an order of a federal court prohibits the use of I.Q. tests in any special education evaluation of an African American student. In all cases where standardized assessment is not permitted or is judged to be inappropriate, alternative measures will be used in accordance with recommendations set forth by the California Association of School Psychologists and will be documented on the student's IEP.

Federal Regulations and California Education Code require a pupil's intellectual ability be established in order to determine if a severe discrepancy exists between intellectual ability and academic achievement when a specific learning disability is suspected. The State of California, however, is in a transition period awaiting regulations that will clarify how RtI (Response to Intervention) will be utilized in the identification of students with a specific learning disability. Therefore, Charter LEA personnel should incorporate both discrepancy and RtI models in order to establish a specific learning disability, and use caution in using this eligibility category without exhausting all general education interventions.

## ASSESSMENT REPORTS

1. In accordance with [30 EC 56327](#) the assessment reports **shall** include, but not be limited to the following:
  - a) The student's present level of educational performance.
  - b) The relevant behavior noted during the observation of the student in an appropriate setting.
  - c) The relationship of that behavior to the student's academic and social functioning.
  - d) The educationally relevant medical findings, if any.
  - e) Whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
  - f) A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.
  - g) How the student's disability affects involvement and progress in the general curriculum.
  - h) What is the student's historical and current functioning in the general education curriculum regardless of the setting?
  - i) What deficits in the student's cognitive functioning, communicative functioning, social/emotional functioning and physical functioning might serve as a barrier to their successful involvement in the general education curriculum?
  - j) What has been the impact of the student's attendance on his/her achievement?

## PARENT PARTICIPATION

*Control+Click [here](#) to watch a training video to learn how to encourage parent participation in the IEP process.*

1. Parents are specifically included as members of the IEP team, and all efforts should be made to ensure their participation.
2. Parent concerns regarding their sons' or daughters' educational progress shall be noted and documented on the IEP.
3. In addition, information and reports submitted by the parents, including the results of independent assessments, must be considered by the IEP team.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

*(Copies of all IEP forms may be accessed by staff on the [SEIS.org](#) website.)*

### A. PARENT NOTIFICATION

1. After the assessment has been completed, the parent must be notified and informed that an IEP Team meeting, including the parent and his or her representative, will be scheduled.
  - a) Parents are to be given sufficient written notice of the meeting so that they can attend.
  - b) Scheduling should occur at a mutually agreed upon time and place.
  - c) The notice will indicate the purpose, time, and location of the meeting, and who will attend.
  - d) The Charter LEA will arrange for an interpreter if necessary.
2. In addition, it is the responsibility of the case manager to notify all appropriate IEPT members in a timely fashion to ensure their participation.
3. It should be noted that parents, Charter LEAs, and the SELPA are authorized to electronically record IEP meetings **with 24 hours' notice to the IEP team**. If the recording is at the request of the Charter LEA or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.



## B. IEP TEAM MEMBERSHIP

1. Required membership of the IEP Team for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil shall be:
  - a) An administrator or a designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be able to make decisions and allocate resources.
  - b) The student's current general education teacher. (If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child shall attend. If no such teacher is available, a general classroom teacher qualified to teach a student of his or her age shall attend.)
  - c) At least one special education teacher.
  - d) One or both of the student's parents, an individual selected by the parent, or both.
2. When appropriate, the IEP team will also include:
  - a) The student.
  - b) Other persons who possess expertise or knowledge necessary for the development of the IEP.
  - c) The person(s) who conducted an assessment or who is knowledgeable about the assessment procedures used, and is familiar with the results of the assessment.
  - d) For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.
  - e) IDEA 2004 allows for the excusal of IEP team members. Follow all necessary steps and use only when absolutely necessary. (See Excusal Form in SEIS.)
3. Expanded Membership
  - a) When a student needs special education services for more than 50% of the school day and/or is changing from a less restrictive to a more restrictive setting, the IEP team shall include a person who is knowledgeable of the full range of program options available within the Charter LEA.
  - b) When an IEP team, after reviewing assessment results, determines that a child is emotionally disturbed and residential placement is recommended, the IEP team expands to include a representative of the county mental health department. A referral to County Mental Health is made through a "26.5 Referral". County Mental Health will assess and determine if the student is eligible for CMH services. The IEP will be reviewed by the IEP team, including the mental health representative, at least every six months.

4. An expanded membership meeting will also be held when transition services are under consideration.

## C. AGENDA

It is essential that a well-organized and structured IEP Team meeting be conducted. The agenda which follows is recommended as a guide for conducting IEP Team meetings. Depending on the purpose of the meeting, the agenda may be amended. Efforts should be made to present information in a manner that is easily understood by all members of the IEP team, including the parents. (*The most recent [State Template IEP Manual](#) is available in the document library of SEIS. Specific instructions for completing the IEP forms are available in this document. Check periodically for updates from the State SELPA organization.*)

### Part I

- **Introduction of All Persons Present** (Record names of attendees in meeting notes.)
- **Purpose:** Chairperson should briefly review the purpose of the meeting.
- **Parents' Rights:**
  - Verify that parents received a notice of Parental Rights and Procedural Safeguards. Chairperson may ask if any further clarification is desired, or if parents have any questions regarding their rights and procedural safeguards.
  - At an initial IEP and at the three year review, a complete parent folder should be offered.
  - Complete Family Information Checklist and obtain parents' signatures.
- **History of the Case:**
  - Chairperson or designee should provide a short, pertinent history of the case, including program modifications attempted, and the student's historical and current functioning in the General Education Curriculum.
  - Parents should have an opportunity to share their concerns and provide relevant information to the team.
- **Review of Information:**
  - The IEP team shall review existing data on the child including:
    - ✓ evaluations and information provided by the parents of the child
    - ✓ current classroom-based assessments and observations
    - ✓ teacher and related services providers observation
  - Individuals who participated in the assessment process, or individuals qualified to interpret results should report on the assessment conducted.
  - Assessment reports should be restricted to relevant, functional information, and should avoid subjective observations and interpretations.

- The assessment reports should contain information that will assist the IEP team in determining whether the pupil has a specific disability, and shall establish the basis for making the determination.
- Discuss all assessments and document levels of performance on the IEP.

➤ ***Determine Eligibility:***

- If the Team determines that the student is not eligible for special education services, document on the IEP form that “assessment results indicate that special education services are not appropriate at this time” and check the box on the form indicating “not eligible”.
- If further assessment is needed to clarify eligibility, the IEP team meeting may be suspended pending further testing or evaluation, but reconvened as soon as possible.
- If the student is not eligible for Special Education services, but educational concerns are present, the IEP team meeting should be concluded. **Adjourn the meeting at this time.** Then general education support options should be explored, including referral to the Student Study Team for consideration of 504 accommodations.
- If the student is determined by the IEP Team to be eligible for Special Education, proceed with **Part II** of the IEP meeting agenda.

## Part II

➤ ***Develop the Individualized Education Program (IEP), including the Individual Transition Plan (ITP) for students age 16 and over.***

- Identify needs based on the current evaluation and include:
  - ✓ Student needs related to involvement and progress in the general education curriculum (academic needs).
  - ✓ Other educational needs that result from the disability.
  - ✓ Transition needs for students age 16 and over.
  - ✓ If the student is identified as Limited English Proficient (LEP), the language needs of the student have been considered and noted on the IEP.
  - ✓ If the student is legally blind or visually impaired, instruction is provided in Braille OR the IEP team documents why instruction in Braille is not appropriate.
- Establish Goals and Short Term Objectives: Include a statement of each measurable annual goal, including academic and functional goals, designed to do the following:
  - ✓ Meet the individual’s needs that result from the individual’s disability in order to enable the pupil to be involved in and make progress in the general curriculum.

- ✓ Meet each of the pupil's other educational needs that result from the individual's disability.
- ✓ At annual and three year reviews, IEP teams must address the previous year's goals and objectives and note on the document whether goals were met. If previous goals were not met, document action to be taken (i.e. continue, discontinue or modify).
- ✓ Short-term objectives are no longer required for students who are receiving accommodations only in the general education curriculum.

*Control+Click [here](#) to watch a training video to learn how to write measureable goals.*

- Recommend Services Needed:
  - ✓ The IEP team shall develop a list of special education and related services and supplementary aides and services, based on peer-reviewed research to the extent possible. Frequency, duration and location of services to be provided must be specified on the IEP. The IEP team shall also document program modifications or supports for school personnel. The services, supplementary aides, program modifications, and/or supports will be provided to enable the student to do the following:
    - To progress towards obtaining their annual goals.
    - To be involved in and make progress in the general education curriculum.
    - In accordance with their present levels and functional performance.
    - To participate in extra-curricular and non-academic activities.
    - To be educated and participate with other students with exceptional needs and non-disabled peers.
- Consider Program Alternatives:
  - ✓ In considering program alternatives, the IEP team shall make recommendations based on the individual needs of the student and not on the category under which the student is determined to be eligible for Special Education (not based on label but on needs).
  - ✓ To the maximum extent appropriate, children with disabilities should be educated with children who are not disabled. The IEP team shall consider the full continuum of program options to ensure that all students are provided a free appropriate public education in the Least Restrictive Environment (LRE) and document options considered on the IEP.
  - ✓ After reviewing all program options, the IEP team shall recommend appropriate specialized academic instruction and services, calculated to offer the student's the opportunity to achieve educational benefit.
- Sign Appropriate Forms

- ✓ All IEP Team members, including parents and student (when student is in attendance) sign the IEP. If parents' consent to the IEP and placement of their child, they will so note and sign the IEP document.
  - ✓ If the parent does not consent to all components of the IEP, then those components of the program to which the parents has consented may be implemented so as not to delay providing instruction and services to the student. The parent should be informed of their Due Process rights. (Refer to Section IV of this document for Due Process Guidelines).
- Distribute completed forms to appropriate individuals.

### ANNUAL AND OTHER REVIEWS

1. The IEP and placement of individuals in special education shall be scheduled for review by a Team at least once a year (determined by the month/day of the initial or annual IEP).
2. For emotionally disturbed students in residential placements, the IEP review and reassessment shall be conducted after six months in accordance with state law.
3. In addition, a parent may request that an IEP review be conducted at any time. When the case manager receives such a request (preferably in writing), an IEP must be held within 30 days.
4. It is appropriate to hold an IEP review if the student is not making sufficient progress towards goals and objectives.
5. Parents and members of the IEP Team must be notified by established notification procedures. The IEP team may:
  - a) Modify the IEP or program, including the provision of Designated Instructional Services (D.I.S.) and other support services
  - b) Recommend continuation of current placement.

### THREE YEAR RE-EVALUATIONS (TRIENNIAL REVIEWS)

1. Under IDEA, 2004, re-evaluating a student at least every three years is still required (date determined by the month/day of the initial or latest re-evaluation).
2. As part of this re-evaluation, the IEP Team shall review existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations.

3. On the basis of that review and input from the student's parents, the IEP team must identify what additional information is needed to establish the present levels of performance and determine the educational needs of the student and to determine if the student:
  - a) continues to have a disability.
  - b) continues to need special education and related services.
  - c) requires any additions or modifications to the educational program in order to meet his/her annual goals and participate in the general curriculum.
4. Assessment is required in the following situations:
  - a) On parent request. (Document on Individual Assessment Plan)
  - b) When dismissal from special education is being considered.
  - c) When dismissal from a specific designated instruction service is to be terminated.
  - d) When the student has less than two consistent I.Q. tests.

**OR**

- a) Students older than twelve who have not had one valid I.Q. test.
  - b) If there is reason to believe that there may be significant disagreement over any IEP issues.
5. Procedures for Triennial Review:
  - a) The Case Manager will gather input from IEP members.
  - b) The IEP shall discuss the need for a triennial assessment based on the information gathered. This discussion can take place at:
    - i. The annual IEP prior to the three year evaluation IEP meeting (and documented on page one of the IEP).

**OR**

- i. At a separate meeting convened either in person or by phone (and documented on the meeting notes page of the triennial IEP).

**OR**

- i. By other informal methods (written review of records) used to gather input from IEP IEP members (and documented on the meeting notes page of the triennial IEP).).

<p><b>NOTE:</b> A formal IEP meeting is not required to make this decision, unless requested by the parent, or agreement can't be reached.</p>
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The Individual Assessment Plan will reflect the decisions of the IEP team. If the team agrees to a review of records, a Prior Written Notice [Prior Written Notice](#) should be used to confirm this decision with parents.

## PARENTAL CONSENT AND PARENTAL REVOCATION OF CONSENT

### Parental Consent

- The parent has been fully informed in their native language or other mode of communication, of all information about the action for which they are giving consent.
- The parent understands and has agreed in writing to that action.
- The parent understands that the consent is voluntary on their part and they know they **may withdraw their consent at any time.**

### Revocation of Consent

Section [34 CFR 300.300\(b\)\(4\)](#) has been revised to require that parental revocation of consent for the continued provision of special education and related services must be in writing and that upon revocation of consent a public agency must provide the parent with prior written notice in accordance with [§300.503](#).

A parent may revoke consent for continued provision of special education and related services at any time. The **parent** needs to **provide a written statement** revoking consent for special education and related services. The LEA is not required to convene an IEP team meeting or develop an IEP. The student will return to general education as a nondisabled student. Districts may not use mediation or due process hearings to continue special education when a parent revokes consent.

The LEA must provide a prior written notice (PWN) **before** ceasing the provision of special education services. The PWN notice will explain that the parent requested their child's special education services to stop, will explain that all services and accommodations in the Individualized Education Program (IEP) will stop, and will explain the alternatives to stopping the child's special education. The LEA must respond promptly to the receipt of written revocation of consent by providing a PWN. The general rule for a reasonable time is within 10 days, the LEA must provide a prior written notice to the parent. The prior written notice needs to contain an end date for services. A sample [PWN](#) for revoking consent can be found in the SEIS document library.

The following considerations will apply to the student when parent revokes consent for special education and related services:

1. The student is treated the same as any other nondisabled student, including access to accommodations, if any, that are available to nondisabled students.
2. The student's IEP is no longer in effect. The LEA is no longer required to provide FAPE, conduct 3-year re-evaluations, or hold annual IEP meetings.
3. The LEA is not required to amend the child's education records to remove any references to the child's receipt of special education services because of the revocation of consent.

4. “Child Find” applies to the student in the same way as it does to any other student (including students whose parents refused consent for the initial placement of special education services). Students whose parents have revoked consent must be identified, located, and offered an evaluation in the same manner as any other child if the child is suspected of having a disability and being in need of special education and related services.
5. The school will discipline the child as it would any other general education student. The LEA would not be considered to “have knowledge” of the student’s disability and are not required to determine whether the conduct is a manifestation of the student’s disability before implementing regular discipline. However, if a parent requests a special education evaluation, the LEA shall conduct this evaluation as if it were an initial evaluation.
6. The school should still offer to provide the student with a 504 Plan as a matter of good practice.

If a parent changes his/her mind and later requests that the child be re-enrolled in special education, the LEA must treat this request as a request for an initial evaluation. When the parent revokes consent and then asks for the child’s special education services to start again, the LEA will need to do an initial evaluation for the child and determine eligibility before starting special education again.

In the case where one parent wants special education to continue, but the child’s other parent wants to revoke consent, only one parent’s revocation of consent is required. The parent’s revocation of consent must be honored so long as the child’s parent has decision-making power (for example, joint legal custody). Special education services will stop, even if the parents disagree. The parents disagreement about whether to stop a child’s special education services needs to be resolved through other processes (for example, in district court), not through the IDEA’s process.

A student who reaches the age of majority may revoke consent of his/her special education and related services; however the district must provide prior written notice to **both** the parent and the child who turns 18. This parental notice could facilitate discussion between the student and parent of the decision to revoke consent and the potential ramifications of the decision; however the decision is the student’s.

*Control+Click [here](#) to watch a training video to learn how and when to fill out a Prior Written Notice and Revocation on Consent Form.*

## SURROGATE PARENT PROCEDURES

### 1. DEFINITION OF PARENT

A parent is defined ([34 CFR §300.30](#)) as:

- A natural or adoptive parent of a child
- A guardian but not the State if the child is a ward of the State



- A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare)
- An adult who has been appointed as a surrogate parent
- A foster parent if the natural parents' authority to make educational decisions on the child's behalf has been specifically limited by court order in accordance with subsection (b).

## 2. RESPONSIBILITIES OF SURROGATE PARENTS

- Represents an individual with exceptional needs (IWEN) regarding:
  - Identification
  - Assessment
  - Instructional Planning and Development
  - Educational Placement
  - Reviewing and Revising the IEP
  - Other matters related to a free and appropriate education
- Serves as the child's parent and has parental rights relative to the child's education under Title 20 [Section 1400](#) and part 300 of the [Code of Federal Regulations](#).
- Is culturally sensitive to the needs of the child.
- Further training and support for surrogate parents: [Materials for Training and Supporting Surrogate Parents](#).

## 3. SURROGATE PARENT APPOINTMENT BY LOCAL EDUCATIONAL AGENCY

- This appointment occurs when:
  - a. Child has been named a ward of the court and the parent/guardian has been denied the right to make educational decisions for the child.
  - No parent can be identified.
  - The location of the parent is unknown.
  - Adult student is a ward of the court and has been found to be incompetent.
  - Individual has no conflict of interest in representing the child (conflict of interest means interests that would restrict or bias the ability to freely advocate for all required student services- i.e. [EC 56026](#)).

## 4. PERSONS, OTHER THAN THOSE WITH CONFLICT OF INTEREST, WHO MAY SERVE AS SURROGATE INCLUDE, BUT ARE NOT LIMITED TO:

- Foster care providers
- Retired teachers
- Social workers
- Probation officer not employed by child's Charter LEA or home.

## 5. SURROGATE PARENT SAFEGUARDS:

- A Surrogate Parent is held harmless by the State of California during execution of duties except when actions are found to be wanton, reckless or malicious.
- It is the practice in the El Dorado County Charter Consortium SELPA to offer regular training to potential Surrogate Parents regarding the IEP process. A list of Surrogate parents who have participated in this training is available to the Charter LEAs in the El Dorado County Charter Consortium SELPA. A Surrogate Parent Authorization form is available in the SELPA office. See the [Surrogate Parent in California Special Education: An Overview](#) for specific policies and procedures regarding surrogate parents.

# INDEPENDENT EDUCATIONAL EVALUATIONS POLICY, PROCEDURES AND EVALUATOR CRITERIA

## POLICY

### An Overview:

The El Dorado County Charter Special Education Local Plan Area (“SELPA”) has developed this Policy, corresponding Procedures and Criteria which govern independent educational evaluations. For purposes of this policy, the term “SELPA” refers to the appropriate Charter School LEA and/or administrative unit responsible for your child’s education. Parents should be sure to read the entire document carefully. The Policy, Procedures and Criteria are intended to be read in conjunction with one another as one comprehensive document. Parents who need additional information about independent educational evaluations should contact the Director of the Charter Consortium SELPA at (530) 295-2236.

### Notice to Parents:

- Before obtaining an independent educational assessment, please contact the special education administrator to discuss your assessment questions and options.
- The Charter LEA/SELPA will not automatically reimburse parents who unilaterally obtain independent educational assessments. Please review this document for further information about a parent’s right to obtain independent assessments at public expense.
- An independent educational evaluation, if not obtained in accordance with the SELPA’s Policy, Procedures and Criteria, may not be considered by your child’s IEP team. Please ensure that any independent educational evaluation conforms to SELPA requirements.
- Upon parent request for an independent educational evaluation, the SELPA will provide the parents with a copy of its Policy, Procedures and Criteria for independent educational evaluations.

### Definitions:

“Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the responsible local educational agency.

“Public expense” means that the Charter LEA either pays for the full cost of the evaluation or evaluation components or ensures that the evaluation or evaluation components are otherwise provided at no cost to the parent.

### Request for Charter LEA/SELPA Evaluation:

Parents of students receiving special education services, or suspected of having a disability requiring special education services, may request that the El Dorado County Charter Consortium Special Education Local Plan Area (“Charter LEA/SELPA”) complete an evaluation or

reevaluation of their child at any time. The Charter LEA/SELPA will respond to such requests by either initiating the special education evaluation process or, if an assessment is not needed, parents will receive written notice of refusal to evaluate and be informed of the procedural safeguards available to parents and students. All requests for an independent educational evaluation will be handled in accordance with the Charter LEA/SELPA's Independent Educational Evaluation Policy, Procedures and Criteria.

## PROCEDURES

Parameters for seeking Independent Educational Evaluation:

If a parent disagrees with an evaluation by the Charter LEA and seeks an independent educational evaluation at public expense, the Charter LEA will either A) initiate a due process hearing to show that its evaluation is appropriate, or B) will provide the parent an opportunity to obtain an independent educational evaluation in accordance with this policy by arranging for the independent educational evaluation. SELPA policy requires that the parent first inform the Charter LEA in writing or document at an IEP meeting that the parent:

- disagrees with Charter LEA/SELPA's evaluation; and
- is requesting an independent educational evaluation at public expense.

Explanation of Disagreement:

If parents request an independent educational evaluation at the expense of the Charter LEA, the parents will be asked to explain why they object to the Charter LEA's evaluation. The explanation by the parent is not required. In addition, the Charter LEA may not unreasonably delay completion of a new assessment, completion of the independent educational evaluation at public expense, or the initiation of due process hearing to defend its evaluation.

Notification of Appropriate Special Education Director and SELPA Director:

If parents request an independent educational evaluation at public expense following the parameters listed above, the Special Education Director of the district responsible for your child's education must be notified. The Charter LEA/SELPA's evaluation will be reviewed with the parents to identify any areas of disagreement. Parents will be provided a copy of the policy, procedures and criteria for independent educational evaluations. Following discussion with the parents, the Charter LEA/SELPA will, without unnecessary delay, either A) file for due process hearing; or B) offer the parent an alternative examiner which will include one of the following:

- A staff member from another school;
- A staff member from another LEA in the SELPA;
- A staff member from another SELPA; or
- A private sector provider.

If an independent educational evaluation at public expense is deemed appropriate, the Charter LEA will arrange for the alternative evaluator, contract with an independent examiner, or otherwise ensure that an independent educational evaluation is provided.

If the Charter LEA/SELPA proceeds with consideration of the independent educational evaluation for payment, the Charter LEA/SELPA criteria for the locations of the evaluator(s), the minimum qualifications of the evaluator(s), the costs of the evaluation and the use of approved assessment instruments must be met.

If the Charter LEA initiates a due process hearing and the final decision is that the Charter LEA's evaluation is appropriate, the parents still have the right to an independent educational evaluation, but not at public expense.

#### EL DORADO COUNTY SELPA'S REQUIREMENTS FOR INDEPENDENT EDUCATIONAL EVALUATIONS

If the Charter LEA/SELPA agrees to pay for an independent evaluation at public expense, an evaluation plan will be developed which specifies those areas to be evaluated and who will complete each assessment. The assessment(s) completed will comply with all requirements as set out in the Criteria for Independent Educational Evaluation (See below). As a part of the evaluation, the examiner shall follow requirements for Charter LEA/SELPA evaluations which include, but are not limited to:

- The independent examiner must observe the student in an appropriate setting;
- The independent examiner shall attend the IEP team meeting by phone or in person at which time the evaluation will be discussed. The Charter LEA/SELPA will pay the independent examiner to attend the IEP team meeting as part of the evaluation responsibilities;
- The independent examiner must conduct a classroom visitation;
- The independent examiner must conduct interviews with parents and staff; and
- Parents will be required to sign consent to reevaluate and appropriate releases to exchange information between the independent educational evaluator(s) and the Charter LEA/SELPA as a condition of the Charter LEA/SELPA's agreement to pay and provide for an independent evaluation.

It is the responsibility of the Charter LEA/ SELPA to make arrangements for a new evaluation, or contract with a qualified independent examiner who is able to provide a written report for an IEP meeting, within 60 days of the date of contracting for an evaluation. If the selected evaluator cannot meet the timeline, the SELPA will inform the parent and ask for agreement to an extension of time.

#### Release of Assessment Information and Results:

As part of the contracted evaluation, independent evaluators must agree to release their assessment information and results directly to the Charter LEA/SELPA and parents at least one

week prior to the scheduled IEP Team meeting. All reports must be received prior to any payment for services.

#### Consideration of the Independent Educational Evaluation:

Independent educational evaluations are designed to determine the educational needs of disabled students. The IEP Team is responsible for determining placements and services. Therefore, the IEP Team will consider recommendations obtained in independent educational evaluations completed in accordance with this independent educational evaluation policy and its implementing procedures and criteria. However, independent educational evaluations will not control the IEP Team's determinations and (may not be considered if not completed by a qualified professional) as determined by SELPA policy.

#### PARENT INITIATED EVALUATIONS:

##### Parent Notification of Intent:

Parents are requested but are not required to notify the special education department prior to obtaining an independent educational evaluation. However, if parents obtain an independent educational evaluation and the Charter LEA/SELPA demonstrates through a due process hearing that the evaluation completed by the Charter LEA/SELPA was appropriate or that the parents' evaluation did not meet Charter LEA/SELPA criteria, the parents will not be reimbursed for the cost of the evaluation. If the independent evaluation obtained by the parents meets the Charter LEA/SELPA criteria,

- It must be considered in any decision made with respect to the provisions of FAPE (Free Appropriate Public Education) to the student; and
- It may be presented as evidence at a due process hearing regarding that student.

However, independent educational evaluations will not control the Charter LEA's decisions and may not even be considered if not completed by a qualified professional, as determined by the Charter LEA.

##### Parent Request for Payment of Completed Independent Educational Evaluation:

When parents are requesting payment for an independent educational evaluation that has already been completed, the administrator of special education programs must be notified. Parents will be provided a copy of the Charter LEA/SELPA policy, procedures and criteria for independent educational evaluations. A determination will be made as to whether the Charter LEA/SELPA will initiate due process to establish the appropriateness of its evaluation or proceed with consideration of the Charter LEA/SELPA's obligation for payment of the independent evaluation. The Charter LEA/SELPA's evaluation and independent educational evaluation will be reviewed with the parents to identify those areas of disagreement.

#### Time Limitations:

The parents must request payment for the independent educational evaluation within one calendar year of the date the results of the Charter LEA/SELPA's evaluation were shared with parents.

#### EVALUATIONS ORDERED BY HEARING OFFICERS:

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at the Charter LEA's expense. All requirements as described in this document will be met.

#### CIRCUMSTANCES RESULTING IN EVALUATIONS NOT FUNDED BY EL DORADO COUNTY CHARTER SELPA:

Because the parent must first disagree with the Charter LEA's evaluation in writing or document through the IEP, the Charter LEA/SELPA does not have an obligation to reimburse parents for privately obtained evaluations obtained prior to the date that the Charter LEA/SELPA's evaluation is completed and discussed at an IEP team meeting. The Charter LEA/SELPA is not obligated to reimburse parents for privately obtained evaluations if the parent disagrees with the Charter LEA/SELPA's evaluation and independently seeks a private evaluation without first notifying the Charter LEA/SELPA in writing of their disagreement with the Charter LEA/SELPA's assessment and requesting an independent educational evaluation from the Charter LEA/SELPA except as provided below.

#### CIRCUMSTANCES RESULTING IN PRIVATELY OBTAINED EVALUATIONS REIMBURSED BY THE EL DORADO COUNTY CHARTER SELPA:

The Charter LEA/SELPA may reimburse parents for a privately obtained independent educational evaluation even though the policy above was not followed in any one of the following two circumstances:

- Charter LEA/SELPA's assessment has not been provided in compliance with the law.
- The privately obtained evaluation assessed the student in an area of suspected disability which was not previously assessed by the Charter LEA/SELPA and the Charter LEA/SELPA agrees that this was an area of disability in which assessments should have occurred.

Reimbursement will be in accordance with the El Dorado County SELPA policy, procedures and criteria and in an amount no greater than the actual cost to the parents.

In all cases, if the Charter LEA initiates a due process hearing to show that the Charter LEA/SELPA's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

*Legal Authority*

[20 U.S.C. 1414\(a\)\(1\)\(A\)](#) - Evaluations and re-evaluations  
[20 U.S.C. 1415\(b\)\(1\)](#) - Right to independent educational evaluations  
[34 CFR 300.321](#) - Re-evaluations  
[34 CFR 300.502](#) - Independent Educational Evaluations  
Comments to 34 CFR 300.502 Independent Educational Evaluations  
[20 U.S.C. Section 1415\(b\)\(1\)](#)  
[EC 56327](#)  
[34 CFR 300.505](#) - Parent Consent - Evaluation  
[34 CFR 300.530.536](#) - Procedures for Evaluation and Determination of Eligibility  
[34 CFR 300.537](#) - Re-evaluations  
[EC 56329](#) - Independent Educational Assessments  
[EC 56381](#) - Reassessments

#### LIMITATIONS FOR EVALUATORS:

Costs beyond the evaluation (i.e., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

#### MINIMUM QUALIFICATIONS FOR EVALUATORS:

All assessments must be conducted by persons competent to perform the assessment as determined by the Charter LEA/SELPA ([EC 56322](#)). All assessments must be conducted in accordance with all requirements of Federal and State law including, but not limited to, observing the student in the appropriate setting ([EC 56327](#)) and conducting evaluations in accordance with [EC 56320](#). Evaluators with credentials other than those listed below will not be approved.

<i>Type of Assessment</i>	<i>Qualifications</i>
Academic Achievement	Certified Special Education Teacher, Licensed Educational Psychologist, or School Psychologist (Credentialed)
Adaptive Behavior	Licensed Educational Psychologist, Certified Special Education Teacher, School Psychologist (Credentialed), Certified Behavior Specialist
Assistive Technology	Certified Speech/Language Pathologist, or Certified Special Education Teacher Certified Assistive Technology Specialist
Auditory Acuity	Licensed or Certified Audiologist
Auditory Perception (CAP)	Licensed or Certified Audiologist, Certified Speech/Language Pathologist, School Psychologist (Credentialed)



Cognitive	Licensed Educational Psychologist, School Psychologist (Credentialed)
Health	Certificated School Nurse, Licensed Public Health Nurse, Licensed Physician
Motor	Licensed Physical Therapist, Registered Occupational Therapist, Adapted Physical Education Specialist (Credentialed)
Speech and Language	Certificated Speech/Language Pathologist
Neuropsychological	Board Certified Neuropsychologist
Social / Emotional / Behavioral	School Psychologist (Credentialed), Social Worker (LCSW or MSW), Licensed Psychiatrist, or Licensed Educational Psychologist, Certified Behavioral Analyst
Functional Vision	Certificated Teacher of the Visually Impaired
Visual-Motor Integration	School Psychologist (Credentialed), Licensed Educational Psychologist, Occupational Therapist, certified

When insurance will cover all or part of the costs of the independent evaluation, the Charter LEA/SELPA will request that the parents voluntarily have their insurance pay the independent evaluation costs covered by their insurance; however, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents not reimbursed by the Charter LEA/SELPA, including, but not limited to the following:

- A decrease in available lifetime coverage or any other benefit under an insurance policy;
- An increase in premiums or the discontinuance of the policy; or
- An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

Independent evaluators must agree to release their assessment information, including protocols, and results to the Charter LEA/SELPA prior to receipt of payment for services. The results of the independent evaluation will be considered in the diagnosis, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973.

#### SOURCES OF INDEPENDENT EVALUATION BY AREA OF ASSESSMENT:

The following is a non-exclusive list of public agencies and private individuals who the Charter LEA/SELPA has determined are qualified in their respective areas of assessment. The Charter LEA/SELPA does not specifically endorse any listed agencies or individuals. Other agencies

and individuals will be considered if they meet Charter LEA/SELPA criteria. The Charter LEA/SELPA may use these or other providers to obtain IEE at public expense:

<i>Area of Assessment</i>	<i>Source</i>
Academic Achievement, Adaptive Behavior and Cognitive	Diagnostic Center of Northern California, California Department of Education; Alta California Regional Center
Assistive Technology	Center for Accessible Technology ( <a href="http://www.cforat.org">www.cforat.org</a> ); Partnership for Augmented Communication and Technology (Catherine Simentelli, (415)-519-3128;  Nettie Fischer, Assistive Technology Practitioner (916) 686-1860  Rick Bledsoe, Assistive Technology Specialist (209) 465-4794
Auditory Acuity and Central Auditory Processing (CAP)	Sutter Speech and Hearing
Health (including Neurological)	Shriner's Hospital
Motor	
Speech and Language	Diagnostic Center of Northern California; Sutter Speech and Hearing
Social / Emotional / Behavioral	Diagnostic Center of Northern California
Functional Vision	Berkeley School of Optometry

## IEP FORMS

The basic IEP forms may be found at [SEIS.org](http://SEIS.org). The [State Template](#) is updated on a regular basis. The most recent forms will be found there. IEPs for students who qualify for services shall include but not be limited to:

1. Information and Eligibility
2. Transition Pages 1 & 2 (for students who will be 16 before their next IEP Meeting)
3. Present Levels
4. Special Factors
5. Statewide Assessments
6. Goals
7. Services
8. Educational Setting
9. Parent Consent
10. Meeting Notes
11. Specific Learning Disability Pages 1 and 2 (if needed)
12. Excusal form (if needed and agreed to by the parent)
13. Post-Secondary Exit Forms (for students ready to exit high school)
14. Behavior Support Plan  
(See PENT website for additional information: [pent.ca.gov](http://pent.ca.gov) if needed)
15. Assessment Reports

In addition, the following forms and parent rights may be accessed electronically at [SEIS.org](http://SEIS.org):

- Referral for Special Education
- Parent Rights
- Interim Administrative Placement
- Parent Information Request (Parent PIR)
- Meeting Notice
  - Control+Click [here](#) to watch a training video to learn how to fill out a Meeting Notice form.
- Prior Written Notice
  - Control+Click [here](#) to watch a training video to learn how to fill out an Assessment Plan and Prior Written Notice form.
- Receipt of Referral
- Revocation of Consent
  - Control+Click [here](#) to watch a training video to learn how and when to fill out a Prior Written Notice and Revocation on Consent form.
- Service Plan
- Manifestation Determination

# NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS' RIGHTS

## EL DORADO COUNTY CHARTER SELPA SPECIAL EDUCATION LOCAL PLAN AREA

6767 Green Valley Road  
Placerville, California 95667  
(530) 295-2462 or (800) 524-8100 ext 2462

## NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS' RIGHTS

*Special Education Rights of Parents and Children  
Under the Individuals with Disabilities Education Act, Part B  
2004 Reauthorization (H.R. 1350)*

### INTRODUCTION

This information provides you as parents, legal guardians, persons authorized to make educational decisions, and surrogate parents of children with disabilities from 3 years of age through age 21 with an overview of your educational rights, sometimes called procedural safeguards. This notice is also provided for students who are entitled to these rights at age 18. (20 USC 1415; EC 56321) A copy of these safeguards will be given to you once a year. Additional copies may be given upon an initial referral or parent request for evaluation, upon the first occurrence of the filing of a complaint under Section 615(b) (6) of H.R. 1350, upon provision of an assessment plan to parents and at your request. If your Charter School has a website, a copy of these procedural safeguards may be made available to you through that website. [615(d) (1) (A-B)] You may elect to receive this notice and other notices required under this section by an electronic mail (e-mail) communication, if your Charter School makes such an option available. [615(n)]

#### Participation in making decision about your child's education

You have the right to refer your child for special education services. You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in an IEP meeting about the identification (eligibility), assessment, educational placement of your child and other matters relating to your child's free appropriate public education. [20 USC 1414(b)(c)(d) and (f); EC 56341(b), 56343(c)]

You also have the right to participate in the development of the IEP and to be informed of program options, and the availability of free appropriate public education.

Additionally, you have the right to electronically record the meeting on an audio tape recorder. The law requires that you notify the Charter School at least 24 hours prior to meeting if you intend to record the proceedings. (EC 56341.1)

#### Additional Assistance

When you have a concern about your child's education, it is important that you call or contact your child's teacher or administrators to talk about your child and any problems you see. Staff in the Special Education Department can answer questions about your child's education, your rights and procedural safeguards. When you have a concern, this informal conversation often solves the problem and helps maintain open communication. Additional resources are listed at the end of this document to help you understand the procedural safeguards.

### NOTICE, CONSENT, ASSESSMENT, AND ACCESS

#### Prior Written Notice

You have the right to receive a written notice from the charter School before decisions affecting your child's special education are put into place. These include decisions to:

- identify your child as a child with a disability, or change your child's eligibility from one disability to another;
- evaluate or reevaluate your child;
- provide a free appropriate public education to your child, or change a component of your child's free appropriate public education;
- place your child in a special education program; or,
- change your child's special education placement. (20 USC 1415(b); EC 56500.4)
- acknowledge receipt of a parental request to revoke consent for all special education and related services.

You also have the right to written notice from the Charter School if the Charter School refuses your request to take these actions.

The Prior Written Notice must include the following:

- a description of the actions proposed or refused by the Charter School;
- an explanation of why the action was proposed or refused;
- a description of other options considered and the reasons those options were rejected;
- a description of each assessment procedure, test, record or report used as a basis for the action proposed or refused;
- a description of any other factors relevant to the action proposed or refused; and
- a statement that parents of a child with a disability are protected by the procedural safeguards.

If the notice is not in regard to an initial referral for assessment, the notice must provide a statement that you have protection under procedural safeguards, information on how you can obtain a copy of described procedural safeguards, and sources of additional assistance in understanding the procedural safeguards. (20 USC 1415[c])

#### **Parent Consent**

Parents' written approval is required for:

- **First Evaluation:** The Charter School must have your informed written consent before it can evaluate your child. You will be informed about the evaluations to be used with your child. Your Charter School must make reasonable efforts to obtain your informed consent for a first evaluation.
- **Re-evaluation:** The Charter School must have your informed written consent before reevaluating your child. To avoid confusion, you should inform the school in writing if you want to refuse consent to a reevaluation. The Charter School may reevaluate your child without your written consent if the Charter School has taken reasonable measures to get your consent and you have not responded.

**Initial and Continued Placement in Special Education:** You must give informed written consent before the Charter School can place your child in a special education program. You can refuse consent for an evaluation, a reevaluation or the initial placement of your child in special education. The Charter School may seek to evaluate or continue your child's placement in special education through a due process hearing, if it believes that it is necessary for your child's education. You and the Charter School may agree to first try mediation to resolve your disagreements. (EC 56321[c], 56346, 56506[e]; 20 USC 1414[a][c])

Consent forms must describe the activity for which consent is sought and list the records (if any) that will be released and to whom. You can revoke consent at any time, except that revocation is not retroactive (does not negate actions that occurred after consent was given and before consent was revoked). (34 CFR 300.300)

#### **Surrogate Parent Appointment**

In order to protect the rights of the child, Charter Schools must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the Charter School cannot discover the whereabouts of a parent. A surrogate parent may be appointed if the child is an adjudicated dependent or ward of the court under the state Welfare and Institutions Code and the child is referred to special education or already has an IEP. A Charter School must make reasonable efforts to appoint a surrogate within 30 days after determining that a surrogate is needed. (20 USC 1415[b]; EC 56050)

#### **Age of Majority**

When your child reaches the age of 18, all rights under Part B of the Individuals with Disabilities Education Act (IDEA) will transfer to your child. The only exception will be if your child is determined to be incompetent under State Law. (34 CFR 300.517 30; EC 56041.5)

#### **Parent Revocation of consent for Student to Receive All Special Education and Related Services**

Changes to the federal regulations for the Individuals with Disabilities Act give parents (or the adult student) the right to revoke their consent for the student to receive special education and related services. You can revoke your consent without any recourse from the Charter School. You must submit this statement of revocation in writing and you are not required to state a reason. The Charter School may inquire as to the reason, but you are not obligated to respond. Revocation may not be effective retroactively.



Upon receipt of your written request revoking consent for special education and related services, the Charter School is required to provide you with Prior Written Notice acknowledging your revocation of special education and related services and must include the date on which all services will cease. This date must be within a reasonable time and the Charter School may not postpone ceasing services. The Charter School may not require the parent to attend a meeting to discuss the revocation. The Charter School may not file for due process or dispute resolution to delay your request. Under the regulations, the Charter School will not be considered in violation of FAPE by this revocation. Upon the cessation of services, your child will be considered a general education student for all purposes, including discipline, graduation and state testing requirements; procedural safeguards (with the exception of Child Find requirements provided under IDEA) will no longer be available to your child. Accommodations and modifications provided to your child under the IEP process will also be discontinued. The Charter School is not required to amend your child's records to remove any references to your child's prior receipt of special education and related services. If your child attended a school other than his or her neighborhood school through the IEP process, there may be implications for your child's enrollment.

You may not choose to reinstate the consent for your child to receive special education and related services. However, you, or the Charter School, may re-refer your child for special education at any time. In this case, the referral will be treated as an initial request for an evaluation, including timeline and assessment requirements.

### **Assessment**

#### **Nondiscriminatory Assessment**

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory. Assessment materials must be provided and the test(s) administered in your child's native language or mode of communication, unless it is clearly not feasible to do so. No single procedure can be the sole criterion for determining eligibility and developing an appropriate education program for your child. (20 USC 1414[a][b]; EC 56001[j] and 56320)

#### **Assessment Plan**

When the Charter School is seeking to assess your child, you will be given a written, proposed assessment plan. Along with that plan you will receive a copy of this Procedural Safeguards document. When the assessment is completed, an individualized education program team meeting, which includes you, the parent or guardian, and or your representatives, will be scheduled to determine whether the student qualifies for special education services. The IEP Team will discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility will be given to you. (EC 56329 (a))

#### **Independent Educational Evaluation**

If you disagree with the results of the assessment conducted by the Charter School, you have the right to ask for one independent education evaluation (IEE) for your child, per evaluation conducted by the Charter School, from a person qualified to conduct the assessment, at public expense. The Charter School must respond to your request for independent educational evaluation and provide you information, upon request, about where to obtain an independent educational evaluation. Alternatively, the Charter School must request a due process hearing to prove that its assessment was appropriate. If the Charter School prevails, you still have the right to an independent assessment but not at public expense. The IEP Team must consider independent assessments.

The Charter School assessment procedures may allow in-class observation of students. If the Charter School observed your child in his or her classroom during an assessment, or if the Charter School would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed an equivalent opportunity to observe your child in the classroom. If the Charter School proposes a new school setting for your child, an independent educational assessor must be allowed to first observe your child in the proposed new setting. (ED 56329(b)and(c))

### **Access to Educational Records**

All parents of a child enrolled in the Charter School have the right to inspect records under the federal Family Educational Rights and Privacy Act (FERPA), which has been implemented in California under Education Code sections 49060-49079. Under IDEA, parents of a child with disabilities (including noncustodial parents whose rights have not been limited) have the right to review all educational records regarding the identification, evaluation and educational placement of the child and the provision of a free appropriate public education and to receive an explanation and interpretation of the records. Under California statutes, the parents have the right to review and to receive copies of educational records.

These rights transfer to a nonconserved pupil who is eighteen years old or attending an institution of post secondary education.

Parental consent, or the consent of an adult student, is required before personally identifiable information is released to officials of participating agencies providing or paying for transition services related to post secondary goals.

**“Education record”** means those records that are directly related to a pupil and maintained by an educational agency or a party acting for the agency or institutions, and may include (1) the name of the child, the child’s parent or other family member; (2) the address of the child; (3) a personal identifier such as the child’s social security number, student number, or court file number; (4) a list of personal characteristics or other information that would make it possible to identify the child with a reasonable certainty. Both federal and state laws further define a pupil record as any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a Charter School or required to be maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, computer or by other means. Pupil records do not include informal personal notes prepared and kept by a school employee for his/her own use or the use of a substitute. If records contain information about more than one student, a parent can have access only to that portion of the record pertaining to his/her child.

Pupil records may be kept at the school site or Charter School office, but a written request for records at either site will be treated as a request for records from all sites. The Charter School custodian of records will provide you with a list of the types and locations of pupil records (if requested).

The custodian of the records shall limit access to those persons authorized to review the pupil record, which includes the parents of the pupil, a pupil who is at least sixteen years old, individuals who have been authorized by the parent to inspect the records, school employees who have a legitimate educational interest in the records, post secondary institutions designated by the pupil, and employees of federal, state and local education agencies. Unauthorized access will be denied unless the parent has provided written consent to release the records or the records are released pursuant to a subpoena or court order. The Charter School shall keep a log indicating the time, name and purpose for access of those individuals who are not employed by the Charter School.

You have a right to inspect and review all of your child’s educational records without unnecessary delay, including prior to a meeting about your child’s IEP or before a due process hearing. The Charter School must provide you access to records and copies, if requested, within five business days after the request has been made orally or in writing. A fee for copies, but not the cost to search and retrieve, may be charged unless charging the fee would effectively deny access to the parent. (20 USC 1415[b]; EC 56501, 56504, and 49069)

Parents who believe that information in the education records collected, maintained or used by the Charter School is (among other things) inaccurate, misleading or violates the privacy or other rights of the pupil may request in writing that the Charter School amend the information. If the Charter School concurs, the record will be amended and the parent will be informed. Should the Charter School refuse to make the amendment requested, the Charter School shall notify the parent of the right to and provide a hearing, if required, to determine whether the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the pupil. If it is decided by the governing board after the hearing that a record will not be amended, the parent shall have the right to provide what he/she believes is a corrective written statement to be permanently attached to the record. The Charter School has policies and procedures governing the retention and destruction of records. Parents wishing to request the destruction of records, which are no longer necessary to the Charter School, may contact the Charter School’s Custodian of Records. However, the Charter School is required to maintain certain information in perpetuity.

(34CFR99; CFR300.561—573; 20USC 1415 [b](1); 34 CFR 500.567; EC 49070)

## **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

The public education agency initiates and conducts meetings for the purpose of developing, reviewing and revising the individualized education program of each child with a disability. The IEP documents the child’s eligibility for special education services and parents receive a copy of each IEP for their child. These meetings are conducted by the individualized education program (IEP) team.

When the IEP has been completed and appropriate parental consent has been provided, it is implemented as soon as possible following the IEP team meeting. A copy of the IEP is provided to the parents at no cost and if necessary, a copy



of the IEP will be provided in the primary language of the parent(s), at the request of the parent(s). An individualized family service plan (IFSP) for a child aged three through five may serve as the IEP after a full explanation of the difference and written parent consent. The IEP team must consider the concerns of the parents for enhancing the education of their child.

### **IEP Team Members and Responsibilities**

The IEP team includes:

- An administrator or a representative designated by administration who is knowledgeable about program options appropriate for the child and who is qualified to provide, or supervise the provision of special education;
- At least one general education teacher of the child, if the child is, or may be participating, in the general education environment;
- At least one special education teacher of the child, or if appropriate, at least one special education provider of the child; and,
- One or both of the child's parents, individuals selected by the parent, or both.

When appropriate, the IEP team will also include:

- The child, including when the team will discuss transition services;
- Other persons who possess expertise or knowledge necessary for the development of the IEP;
- When the child has been assessed for purposes of developing, reviewing or revising the IEP, a person who has conducted an assessment of the child or who is knowledgeable about the assessment procedures used to assess the child and is familiar with the results of the assessment; and,
- When the child is suspected to have a learning disability, at least one member of the IEP team, other than the child's regular teacher, will be a person who has observed the child's educational performance in an appropriate setting. If the child is younger than five years or is not enrolled in a school, a team member will observe the child in an environment appropriate for a child that age.

A member of the IEP team may be excused from an IEP team meeting, in whole or in part, when the LEA and the parent agree that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting. When the member's area of curriculum or related services is being modified or discussed at the meeting, a required member of the IEP team may be excused, but only when the LEA and the parent consent to the excusal in writing, and the member submits in writing input into the development of the IEP prior to the meeting. The excusal provisions do not apply to parents, the student or persons with special knowledge or expertise.

If the child does not attend an IEP team meeting where transition services will be discussed, the Charter School will ensure that the child's needs and preferences are considered. The Charter School may invite representatives from other agencies that are likely to be responsible for transition services.

## **HOW DISPUTES ARE RESOLVED**

### **Due Process Hearing**

You have the right to request an impartial due process hearing regarding:

- The identification of your child for special education eligibility.
- The assessment of your child.
- The educational placement of your child.
- The provision of a free appropriate public education (FAPE) for your child.

The request for a due process hearing must be filed within two years from the date you knew or had reason to know of the facts that were the basis for the hearing request. [H.R.1350 §815(f)(3)(C)]

There is an exception to this timeline if you were prevented from requesting the hearing earlier because:

- a) the Charter School misrepresented that it had resolved the problem
- b) the Charter School withheld information that should have been provided to you. [H.R.1350 §815(f)(3)(D)]



### **Mediation and Alternative Dispute Resolution (ADR)**

You may ask the Charter School to resolve disputes through mediation, which is less adversarial than a due process hearing. Alternative Dispute Resolution (ADR) may also be available in your Charter School. Mediation and ADR are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing. The parents and the Charter School must agree to try mediation before mediation is attempted. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues. (20 USC 1415[e]; EC 56500.3)

### **Due Process Rights**

You have a right to:

1. Have a fair and impartial administrative hearing at the state level with a person who is knowledgeable of the laws governing special education and administrative hearings (EC 56501[b]);
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505[e]; 20 USC 1415[h]);
3. Present evidence, written arguments, and oral arguments (EC 56505[e]);
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e]);
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e]; 20 USC 1415[h]);
6. Have your child present at the hearing (EC 56501[c]);
7. Have the hearing be open or closed to the public (EC 56501[c]);
8. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten calendar days prior to the hearing (EC 56505[e] and 56043[s]; 20 USC 1415[b]);
9. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five business days before a hearing. (EC 56505[e];
10. Have an interpreter provided at the expense of the California Dept. of Education (CCR 3082[d]);
11. Have a mediation conference at any point during the due process hearing (EC 56501[b]; and
12. Receive notice from the other party, at least ten days prior to the hearing that it intends to be represented by an attorney. (EC 56507[a])

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as a part of the costs to you as the parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be awarded following the conclusion of the administrative hearing with the agreement of the parties. (20 USC 1415[i]; EC 56507[b])

Fees may be reduced for any of the following:

1. The court finds that you unreasonably delayed the final resolution of the controversy;
2. The hourly attorneys' fees exceed the prevailing rate in the community for similar services by attorneys of reasonable comparable skill, reputation and experience;
3. The time spent and legal services provided were excessive; or
4. Your attorney did not provide to the Charter School the appropriate information in the due process complaint.

Attorneys' fees will not be reduced, however, if the court finds that the state or the Charter School unreasonably delayed the final resolution of the action or proceeding or there was a procedural safeguards violation. (20 USC 1415[i])

Attorneys' fees may not be awarded relating to any meeting of the IEP team unless an IEP meeting is convened as a result of a due process hearing proceeding or judicial action. Attorney fees may also be denied if you reject a reasonable settlement offer made by the Charter School/public agency ten days before the hearing begins and the hearing decision is not more favorable than the settlement offer. (20 USC 1415[d])

### **Filing a Written Due Process Complaint**

To file for mediation or a due process hearing, contact:

**Office of Administrative Hearings  
Special Education Division  
2349 Gateway Oaks Drive, Suite 200**

Sacramento, CA 95833-4231  
Phone: (916) 263-0880; Fax: (916) 376-6319  
(916) 274-6035 after hours settlement line

You need to file a written request for a due process hearing. The written notice shall be kept confidential. You or your representative needs to submit the following information in your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending; and
4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s).

State law requires that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[h]; EC 56502[c])

#### **Child's Placement While Due Process Proceedings are Pending**

According to the "stay put" provision of the law, a child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school Charter School agree on another arrangement. If you are applying for initial admission to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415[j]; EC 56505[d] and [i])

#### **Opportunity for Charter School to Resolve the Complaint**

If you choose to file a due process complaint as explained in the section entitled "Filing a Written Due Process Complaint," a meeting must be scheduled by the Charter School within 15 days of receiving the notice of your due process complaint. The purpose of the meeting is to give you opportunity to discuss your due process complaint and the facts on which you based your complaint so that the Charter School has a chance to address your concerns and work with you to reach a resolution. This meeting must be held before the initiation of a due process hearing unless you and the school Charter School agree in writing to waive the meeting and use the mediation process. The meeting must include the parents and other members of the IEP team who have specific knowledge of the facts. The Charter School has 30 days from the receipt of the due process complaint to resolve the due process complaint or the due process hearing may occur. These timelines are expedited if you request a hearing regarding pending disciplinary action.

If you fail to participate in the resolution session, the Charter School may (after 30 days) seek dismissal of your complaint. If the school Charter School fails to convene or participate in a resolution session meeting within 15 days of receiving your complaint, you may ask a hearing officer to begin the due process timeline.

If the parents and the Charter School are unable to resolve the due process complaint and it goes to hearing, the hearing decision is final and binding on both parties. Either party can appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[l]; EC 56505[g] and [i]; EC 56043[u])

## **SCHOOL DISCIPLINE AND PLACEMENT PROCEDURES FOR STUDENTS WITH DISABILITIES**

Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities.

If a child exceeds ten days in such a placement, a meeting must be held to determine whether the child's misconduct is caused by the disability. This meeting must take place immediately, if possible, or within ten school days of the school Charter School's decision to take this type of disciplinary action. (20 USC 1415[k])

As a parent, you will be invited to participate as a member of the team. The school Charter School must provide you with a written notice of the required action. The school Charter School may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan, as necessary. If the team concludes that the misconduct was not a manifestation of your child's disability, the school Charter School might take disciplinary action, such as expulsion, in the same manner as it would for a child without disabilities.

If you disagree with the team's decision, you may request an expedited due process hearing from the Office of Administrative Hearing. (20 USC 1415[k])

**Placement in an Interim Alternative Educational Setting**

Under Federal law, a school Charter School may place a child in an appropriate interim alternative placement for up to forty-five school days under certain circumstances. Those circumstances are when the child has a weapon, or has knowingly possessed or used illegal drugs or sold controlled substances at school or a school function, or has inflicted serious bodily injury upon another person. (20 USC 1415[k])

If you request a hearing or an appeal regarding disciplinary action or manifestation determination, your child will stay in the interim alternative setting or disciplinary setting unless the maximum time for that setting is reached, or the parents and school Charter School agree to another placement. (34 CFR 300.526)

Alternative educational settings, when permissible, must allow the child to continue to participate in the general curriculum and receive services designed to address the behavior so it does not recur. (20 USC 1415[k])

## STATE SPECIAL SCHOOLS

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and from ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

## CHILDREN ATTENDING PRIVATE SCHOOL

The school Charter School is responsible for the full cost of special education in a nonpublic, nonsectarian school, when the school Charter School, together with the IEP Team, recommends that this would be the appropriate placement for the student. (20 USC[a][10][B]; CFR 300.401; CFR 300.349[c]; EC 56361)

**Observation of Your Child at a Nonpublic School**

If you unilaterally place your child in a nonpublic school and you propose the placement in the nonpublic school to be publicly financed, the school Charter School must be given the opportunity to first observe the proposed placement and your child in the proposed placement. The school Charter School may not observe or assess any other child at the nonpublic school without permission from the other child's parent or guardian. (EC 56329(d))

**Unilateral Parent Placement in Nonpublic or Private School**

If you unilaterally place the student in a private or nonpublic, nonsectarian school without Charter School consent or referral of a court or hearing officer, the Charter School may only be required to reimburse the parents if their child received special education and related services under the authority of a public agency before enrolling in the private school and the court or hearing officer finds that the school Charter School did not make a free and appropriate education available in a timely manner.

A court or hearing officer may not reduce or deny reimbursement to you if you failed to notify the school Charter School for any of the following reasons:

- Illiteracy and inability to write;
- Giving notice would likely result in physical or serious emotional harm to the child;
- The school prevented you from giving notice; or
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of this notice requirement. (20 USC 1412[a]; 34 CFR 300.403)

The court or hearing office may reduce or deny reimbursement if you did not make your child available for an assessment upon written notice from the school Charter School. You may also be denied reimbursement if you did not inform the school Charter School that you were rejecting the special education placement proposed by the school Charter School and did not give notice of your concerns and intent to enroll your child in a private school at public expense.



**Notifying the Charter School**

You must notify the Charter School of your intent to place your child in a private school:

- At the most recent IEP meeting you attended before removing your child from the public school; or
- In writing to the school Charter School at least ten business days (including holidays) before removing your child from the public school. (20 USC 1412[a]; 34 CFR 300.403)

The Charter School is not obligated to offer a free appropriate public education to a child whose parent(s) have voluntarily enrolled that child in a private school. In such cases, the Charter School will propose an Individual Services Plan for Private School Students. (20 USC 1412(a)(10)(A)(i))

## COMPLAINT PROCEDURES

### State Appeal Process

*Note: Complaint procedures in this section are related specifically to the California State Appeal Process and are not the same as the due process complaint procedures covered earlier in this document.*

If you wish to file a complaint with the California Department of Education, you should submit your complaint in writing to:

California Department of Education  
Special Education Division  
Procedural Safeguards Referral Service  
1430 N Street Suite 2401  
Sacramento, California 95814  
Attn: PSRS Intake

Within 60 days after a complaint is filed, the California Dept. of Education will: carry out an independent investigation, give the complainant an opportunity to provide additional information, review all information and make a determination as to whether the LEA has violated laws or regulations and issue a written decision that addresses each allegation.

For complaints involving issues not covered by IDEA, consult your Charter School's Uniform Complaint Procedures.

The Charter School would like to work with you to resolve all complaints at the local level whenever possible. We invite you to meet with the administrator who has been designated to work with compliance issues and attempt to resolve your concern informally before a complaint is filed. S/he will maintain confidentiality as permitted by law. If your complaint cannot be resolved, a formal investigation will be initiated or you will be referred to the appropriate agency for assistance.

### Charter LEA Contact Information

Please contact the Special Education Administrator at the phone number listed below for your school Charter School if you:

- Would like additional copies of the Notice of Procedural Safeguards
- Need assistance in understanding the provisions of your rights and safeguards
- Require a translation orally, by other means, in a different language or other mode of communication

### El Dorado County Charter SELPA 2011-2012 (September 2011)

<u>Charter LEA</u>	<u>Special Education Contact</u>	<u>Telephone Number</u>
Academy of Personalized Learning	Jean Hatch	(530) 247-6933
ACE Charter	Sam Duell, Assistant Principal	(408) 295-6008
Alta Vista Public Charter	Dr. Pat Hill, Director Special Education	(661) 456-0598
Altus Institute		
Audeo Charter	Stephanie Chappell	(858) 678-4807
Mirus Secondary	Lynne Allipio	(858) 678-2048
The Charter School of San Diego	Gnese Quann, Program Administrator	(858) 678-2031
Alliance College Ready Public School	Jovan Jacobs, Director Special Education	(213) 943-4930 x1019
Dr. Olga Mohan High		
College-Ready Academy High School #16		
College-Ready Academy High School #11		
College-Ready Academy High School #5		
College-Ready Academy High School #7		
College-Ready Middle Academy #7		
Christine O'Donovan Middle Academy		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Jack H. Skirball Middle School		
Marc and Eva Stern Math and Science (SMASS)		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		

**ASPIRE Public Schools**

Sue Shalvey, SpEd Director

(510) 434-5034

SBC-ASPIRE Alexander Twilight  
Secondary Academy  
SBC-ASPIRE Alexander Twilight College  
Preparatory Academy  
ASPIRE Antonio Maria Lugo Academy  
ASPIRE Benjamin Holt College Prep  
Academy  
ASPIRE Berkley Maynard Academy  
ASPIRE California College Preparatory  
Academy  
ASPIRE Capitol Heights Academy  
ASPIRE Centennial College Prep  
Academy  
SBC-ASPIRE Junior Collegiate Academy  
ASPIRE College Academy  
SBC-ASPIRE APEX Academy  
ASPIRE East Palo Alto Charter School  
ASPIRE East Palo Alto Phoenix Academy  
ASPIRE Eres Academy  
ASPIRE Huntington Park  
ASPIRE Langston Hughes Academy  
ASPIRE Lionel Wilson College Prep  
Academy  
ASPIRE Millsmont Elementary  
ASPIRE Golden State College  
Preparatory Academy  
ASPIRE Monarch Academy  
SBC-ASPIRE Port City Academy  
ASPIRE River Oaks Academy  
ASPIRE Rosa Parks Academy  
ASPIRE Summit  
SBC-ASPIRE Titan Academy  
ASPIRE University Charter School  
ASPIRE Vincent Shalvey Academy  
ASPIRE Vanguard College Preparatory  
Academy

California Virtual Academies  
CAVA@Kern  
CAVA@Kings  
CAVA @ San Joaquin  
CAVA @ San Mateo

Katelyn Carter, Special Education  
Coordinator

(559) 684-1345

**Community Learning Center Schools,  
Inc.**

Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Weit, SpEd Director	(510) 748-4008 x123
<b>Community School for Creative Education</b>		
	Shirley Priestley	(415) 378-2743
<b>Cox Academy</b>		
	HaeSin Thomas	(510) 759-1331
<b>Crescent Valley Public Charter</b>		
	Dr. Pat Hill, Director Special Education	(661) 272-1225
<b>SBE-Dixon Montessori Charter</b>		
	Carolyn Pfister, Director	(707) 451-3881
<b>SBE-Doris Topsy-Elvord Academy</b>		
	Troyvol Hicks, Instructional Director	(562) 630-6096
<b>SBE-Edison Charter Academy</b>		
	Shawn Whitney, Coordinator	(510) 205-9461
<b>Eleanor Roosevelt Community Learning Center</b>		
	Frank Murphy, Director	(559) 592-9160
<b>Envision Schools</b>		
Envision Academy for Arts & Technology	Sabrina Yacoub, Director Special Education	(510) 451-2415
Envision City Arts & Technology High School		
Envision Metropolitan Arts & Technology High School		
Envision Impact Academy of Arts & Technology		
<b>FAME Charter</b>		
	Julie Mattoon, Special Education	(510) 687-9111
<b>Fathers Heart Charter School</b>		
	Edwin Colon, Director	(760) 835-1308
<b>Five Keys Charter Schools, Inc.</b>		
Five Keys Adult School (SF Sheriffs)	Steve Good, Special Education	(415) 734-3311
Five Keys Charter (SF Sheriffs)		
Five Keys Independence High School (SF Sheriffs)		
<b>Flex Charter Schools</b>		
SBE-San Francisco Flex Academy	Aswad Harris, Principal	(415) 762-8800
Silicon Valley Flex	Jean Southland, Principal	(415) 710-6759
<b>Fortune Public Schools</b>		
Fortune School	Special Education	(916) 924-8633
Hardy Brown College Prep		

<b>Gilroy Prep</b>	Sharon Waller, Special Education	(831) 235-0484
<b>Golden Lakes Charter</b>	Pete Fogarty, Principal	(209) 852-9563
<b>Ingenium Schools</b>		
SBE-Barack Obama Charter School	Sharon Soeller, Coordinator	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller, Coordinator	(818) 746-3522
<b>John Adams Academy</b>	Nathan Rose, Principal	(916) 267-8999
<b>Leadership Public Schools</b> LPS College Park (Oakland) LPS Hayward LPS Richmond LPS San Jose	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
<b>SBE-Lifeline Education Charter School</b>	Paula DeGroat, Director	(310) 605-2510
<b>SBE-Mission Preparatory</b>	Jane Henzerling, Special Education	(650) 452-4244
<b>Mission View Public School</b>	Dr. Pat Hill, Director Special Education	(661) 272-1225
<b>North Woods</b>	Jean Hatch	(530) 247-6933
<b>Oakland Military Institute College Preparatory Academy</b>	Dara Northcroft, Director of Instruction	(510) 594-3924
<b>Oakland School for the Arts</b>	Sarah Notch	(510) 873-8800
<b>ons.Charter</b>	Vince Hernandez, Psychologist	(209) 468-9270
<b>Pacific Technology Schools (Magnolia Foundation)</b>		
SBC-Pacific Technology School Orangevale	Kelly Hourigan, Special Education	(916) 293-8611
SBC-Pacific Technology School Santa Ana	Kelly Hourigan, Special Education	(714) 557-7002
<b>Paragon Collegiate Academy</b>	Lisa Reese, Principal	(530) 742-2505
<b>Redding School of the Arts II</b>	Jean Hatch	(530) 247-6933
<b>SBE-River Montessori Elementary Charter</b>	Kelly Mannion, Executive Director	(707) 364-8254



Rocketship Public Schools Rocketship Mateo Sheedy Rocketship Si Se Puede Rocketship Los Suenos Rocketship Four Rocketship Five	Leslie Davis, SpEd Coordinator	(408) 483-0681
Rocklin Academies Rocklin Academy Meyers Rocklin Academy Turnstone SBE-Western Sierra Collegiate Academy	Jillayne Antoon, Assistant Principal	(916) 632-6580
San Diego Charter Schools Special Education Consortium Albert Einstein Academy Charter Elementary School Albert Einstein Academy Charter Middle School Arroyo Paseo Charter High School Darnall Charter School Gompers Preparatory Academy Harriet Tubman Village Charter Keller Leadership Academy King Chavez Preparatory Academy King Chavez Community High School King Chavez Academy of Excellence King Chavez Primary Academy King Chavez Athletics Academy King Chavez Arts Academy KIPP Adelante Magnolia Science Academy San Diego O'Farrell Community School The Learning Choice Academy The Preuss School UCSD Urban Discovery Academy Charter	Cindy Atlas, Executive Director Special Education	(619) 564-0209
San Joaquin Building Futures	Vince Hernandez, Psychologist	(209) 468-9270
Santa Clarita Valley International Charter School	Gris Ibarra, Special Education	(561) 609-1489
St Hope Public Schools PS7 Sacramento Charter High School	Jaclyn Moreno, Director SpEd Special Education Department Special Education Department	(916) 649-7850 (916) 277-6200
Stockton Collegiate International	Katherine Luu, Administrator Special Education	(209) 390-9861

Stockton Collegiate International  
Elementary  
Stockton Collegiate International  
Secondary

<b>Summit Public Schools</b>	Linda Odde, Special Education	(650) 773-2438
Summit Public School: Rainier		
Summit Public School: Tahoma		

<b>Sunrise Middle School</b>	Teresa Robinson, Director	(408) 2086-4779
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<b>Tri Valley Learning Corporation</b>		
SBE-Livermore Valley Charter School	Tara Adelman, Principal	(925) 443-1690
SBE-Livermore Valley Charter Preparatory High	Lauren Kelly, Principal	(925) 456-9000

<b>Yu Ming Charter</b>	Laura Ross, Principal	(415) 999-7180
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If you need additional assistance beyond your Local Charter or general information regarding Special Education program and services within the El Dorado County Charter Special Education Local Plan Area (SELPA) you may contact the SELPA, at (800) 624-8100 ext 2482 or (530) 286-2482 or visit the SELPA Website at [www.edocescharterselpa.org](http://www.edocescharterselpa.org)

## **CHAPTER 2**

# **INTERAGENCY REFERRAL AND PLACEMENT PROCEDURES**

## REFERRAL, PLACEMENT AND REVIEW OF PLACEMENT

### A. REFERRAL TO STATE SCHOOLS FOR FURTHER ASSESSMENT

1. Prior to referring a pupil for further assessment to California Schools for the Deaf or Blind or the Diagnostic School or Diagnostic Center, assessments shall first be conducted at the local level within the capabilities of the Charter LEA. Results of local assessments shall accompany the referral request. The reason for the referral shall be discussed with the parents.
2. The Schools for the Deaf and Blind, and the Diagnostic Schools shall conduct assessments pursuant to the provisions of [EC 56320](#).
3. A representative of the Charter LEA shall participate in the staffing meeting and shall receive copies of the final report and recommendations. Conference calls may be acceptable forms of participation, provided that written reports and recommendations have been received by the Charter LEA representative prior to the meeting.

### B. PROCEDURES FOR REFERRAL TO STATE SCHOOLS FOR PLACEMENT

1. Referrals to state special schools for placement shall be made only as a result of recommendations from the IEP team, upon determining that no appropriate placement is available in the local plan area. Parents have the right to appeal any decision of the IEP team, including whether their child should be referred to a state special school.
2. Whenever a referral for placement is being considered to one of the state special schools, the IEP team shall include a representative of the Charter LEA.
3. If the IEP team (including the representative from the Charter LEA) determines that a referral to a state special school is appropriate, a case manager shall be designated to coordinate the referral process.
4. As provided within [EC 59300](#), the Charter LEA of the parent or guardian of any pupil attending a state-operated school is responsible for 10% of the excess cost of the placement. The cost for a student placed less than a full year is prorated based on the number of days in attendance.

### C. REVIEW OF PLACEMENTS MADE AT STATE SPECIAL SCHOOLS

1. The Charter LEA shall be notified of any upcoming review of students placed in state special schools. The Charter LEA may request assistance from the County

Office of Education (if appropriate) in attending the review, considering assessment results or any other activity needed.

## REFERRAL AND PLACEMENT PROCESS FOR NONPUBLIC SCHOOLS AND AGENCIES

**Note:** Before considering placement in a nonpublic, nonsectarian school, all public school programs and modifications of service components must be explored.

- A. The Charter LEA shall be responsible for conducting all assessments and convening the IEP meeting, unless the student is currently enrolled in a COE program, in which case COE personnel are responsible. *Prior to determining the need for a nonpublic school or agency placement, the Charter LEA shall consult with the SELPA Director to determine if an appropriate public education program is available and can be provided to the student.*
- B. Following determination by the individualized education program team that the pupil requires nonpublic school or nonpublic agency placement, the Charter LEA shall:
  1. In consultation with the parents and other public agencies which may have financial responsibilities for the placement, select from the [“Directory of Certified Nonpublic Schools and Agencies”](#) one or more nonpublic schools or agencies certified by the Superintendent of Public Instruction for the purpose of determining which nonpublic school or agency shall provide credentials, licenses or other documents when requested by the Charter LEA to determine the ability of the nonpublic school or agency to provide the services required by the individualized education program.
  2. Review the certificate issued to the nonpublic school or agency to determine which services the school or agency is authorized to provide.
  3. In consultation with the parent(s), select the nonpublic school or agency, which gives evidence of the ability to implement the pupil’s individualized education program. Consideration shall be given to the appropriate:
    - a) Nonpublic school or agency closest to the home of the pupil;
    - b) Nonpublic school or agency that can provide opportunities for interaction with non-handicapped pupils to the extent appropriate;
    - a) Program with the lowest total cost, given two or more appropriate nonpublic school or agency programs.
  4. With the consent of the parent, provide the selected nonpublic school or agency with current assessment data, the individualized education program, and all other relevant information in the public record.

5. Contact the selected nonpublic school or agency to determine the nonpublic school or agency's interest and ability to implement the pupil's individualized education program.
  6. Invite the identified and selected nonpublic school or agency representatives to participate in the finalization of the individualized education program.
  7. Ensure that after placement, the appropriate nonpublic school or agency personnel participate in subsequent meetings of the IEP team. Review of the pupil's IEP shall be conducted at least annually by the public education agency. The public education agency shall ensure that review schedules are specified in the IEP and contract for the pupil.
  8. An elementary Charter LEA shall notify a high school district of all pupils placed in nonpublic school or agency programs prior to the annual review of the IEP for each pupil who is age appropriate to transfer to the high school district.
  9. When an individual with exceptional needs meets public education agency requirements for completion of prescribed course of study and graduation requirements, the public education agency that developed the IEP shall award the diploma.
- C. A master contract shall be used for contracting purposes. The term of the contract shall not exceed one year. The contract shall specify the administrative and financial agreements between the Charter LEA and the nonpublic school or agency.
1. The nonpublic school or agency shall not charge parents for services covered in the contract with the public education agency. No contract with the public education agency shall be contingent upon nonpublic school or agency individual contracts or agreements with parents.
  2. If specified in the contract, the nonpublic school may subcontract with other State-certified agencies for services.
  3. The contracting Charter LEA and nonpublic school or agency shall notify parents of their responsibility to report each change in residence. Such notice by the contracting Charter LEA shall be in writing and given at the time nonpublic school or agency placement is recommended at the IEP. The notice may be documented in the minutes of the IEP. Such notice shall include an explanation that the contract for services is between the contracting Charter LEA and nonpublic school or agency and obligates no other public agency in the event of a residence change.

4. When the parents of an individual receiving service under this article change residences, and such change constitutes a change of public education agencies, the following shall occur:
    - a) The parent shall immediately report the change of residence to the administrator of both the former and new public school and the nonpublic school or nonpublic agency. Parents must be notified of this obligation at the IEP meeting in which a nonpublic school is recommended. Notification of this obligation should be documented in the minutes of the IEP meeting.
    - b) The contracting nonpublic school or nonpublic agency shall immediately notify the Charter LEA.
    - c) The Charter LEA making payment to the nonpublic school or agency shall immediately notify the new public education agency of the individual's change of residence. This notice shall include a copy of the individual's records, including the IEP and the contract for services with the nonpublic school or nonpublic agency.
  5. The pupil's individualized program shall be reviewed by the new public education agency as soon as possible. The new public education agency may make an interim placement if it has a comparable public school program that it reasonably believes can meet the student's needs for services, including frequency and other considerations as identified in the student's IEP, or it may allow the student to remain at the nonpublic school or agency during the time necessary to complete the IEP review.
    - a) If the student was placed in a nonpublic school as a residential student, the placing Charter LEA is responsible for the placement costs through the end of the current school year. However, if the student was placed in a nonpublic school as an educational placement only, the cost of the placement becomes the responsibility of the LEA in which the parents now reside if the student is dis-enrolled from the Charter LEA.
- D. The following factors shall be considered by the IEP team in determining the continued appropriateness of the nonpublic school or agency:
1. No appropriate public education program is available.
  2. To move the individual at the time of the change of residence would be harmful to the health, welfare or educational progress of the individual.
  3. The nonpublic school or agency continues to be within a reasonable distance and/ or travel time from the home of the individual.

4. Other contingencies, which necessitate the individual remaining at the nonpublic school as determined by the IEP team.
- E. If the individual remains in the nonpublic school or agency during the period required to review the pupil's IEP, and the individual is registered in the new public education agency, the per diem rate in effect in the prior Master Contract shall be honored by the receiving public education agency and continued until a new contract is negotiated. (For specifics refer to the Master Contract).
  - F. After the review has been conducted and if the IEP team determines that no appropriate public education program is available, the new public education agency shall negotiate a new contract for nonpublic school services.

## PLACEMENT PROCESS FOR OUT-OF-STATE NONPUBLIC SCHOOLS

Every effort should be made to locate programs within the state before going outside of California. Should an IEP team determine that the only appropriate placement for a pupil is in an out of state facility; documentation of these efforts must be reviewed by the SELPA Director.



# **CHAPTER 3**

## **ELIGIBILITY CRITERIA**

## ELIGIBILITY CRITERIA

*(In this section, C.C.R. refers to the California Code of Regulations;  
C.F.R. refers to the Code of Federal Regulations)*

**NOTE:** According to Supplement 1 [Assembly Bill 1663 (Evans & Romero) effective October 10, 2007], EC 56329 was amended to read:

In making a determination of eligibility under paragraph (1), a pupil shall not, pursuant to Section 1414(b)(5) of Title 20 of the United States Code, and Section 300.306(b) of Title 34 of the Code of Federal Regulations, be determined to be an individual with exceptional needs if the determinant factor for the determination is of the following in subparagraphs (A) to (C), inclusive, plus subparagraph (D):

- (A) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 6388(3) of Title 20 of the United States Code.
- (B) Lack of appropriate instruction in mathematics.
- (C) Limited-English proficiency.
- (D) If the pupil does not otherwise meet the eligibility criteria under Section 300.8(a) of Title 34 of the Code of Federal Regulations.

### A. OVERVIEW OF ELIGIBILITY CRITERIA

1. A pupil shall qualify as an individual with exceptional needs pursuant to [EC 56026](#) if the results of the assessment demonstrate that the degree of the pupil's impairment requires special education in one or more of the program options authorized by [EC 56361](#). Program options include, but are not limited to: Regular Education Programs; Designated Instruction and Service; Resource Specialist; Special Day Class; Nonpublic and/or State Schools; Instruction in settings other than classrooms where specially designed instruction may occur; Itinerant instruction in classrooms, resource rooms and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation; and Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.
2. The IEP team, including assessment personnel, shall make the decision as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education.
3. The IEP team shall take into account all of the relevant material which is available on the student.
4. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education.

5. After the IEP team determines eligibility based on the criteria specified in Title V of the California Code of Regulations, a program recommendation is made based on the needs of the student and the goals and objectives developed by the IEP team. The IEP team is required to consider all program options with an emphasis on placement in **the least restrictive environment**.

**NOTE:** See [5 CCR 3030](#) (Eligibility Criteria)

**B. THE FOLLOWING ELIGIBILITY CATEGORIES ARE IDENTIFIED IN 5 CCR 3030:**

1. Intellectually Disabled (ID)
2. Hard of Hearing (HH)
3. Deafness (DEAF)
4. Speech or Language Impairment
  - a. Articulation Disorder (SLI)
  - b. Abnormal Voice (SLI)
  - c. Fluency Disorder (SLI)
  - d. Language Disorder (SLI)
5. Visual Impairment (VI)
6. Emotional Disturbance (ED)
7. Orthopedic Impairment (OI)
8. Other Health Impairment (OHI)
9. Specific Learning Disability (SLD)
10. Deaf-Blindness (DB)
11. Multiple Disabilities (MD)
12. Autism (AUT)
13. Traumatic Brain Injury (TBI)

**1. INTELLECTUALLY DISABLED (ID) - ELIGIBILITY SUMMARY**

[5 CCR 5 3030\(h\)](#): A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.

**NOTE:** As cited in [34 CFR 300.300.8](#) “*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having mental retardation...and who, by reason thereof, needs special education and related services.”

**NOTE:** As cited in [34 CFR 300.300.8\(c\)\(6\)](#) “*Mental retardation* means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive

behavior and manifested during the developmental period, that adversely affects a child's educational performance."

## 2. HARD OF HEARING (HH) - ELIGIBILITY SUMMARY

5 CCR 3030(a): A pupil has a hearing impairment whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

**NOTE:** As cited in 34 CFR 300.300.8 "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having a hearing impairment...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(c)(5) "*Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section."

Please refer to "**Programs for Deaf and Hard of Hearing Students, Guidelines for Quality Standards**", for specific information on assessment of students in this category of disability. Published by the California Department of Education, this document can be found online at: [cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf](http://cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf)

## 3. DEAFNESS (DEAF) - ELIGIBILITY SUMMARY

5 CCR 3030(a): A pupil has a hearing impairment whether permanent or fluctuating, which impairs the processing of linguistic information through hearing even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

**NOTE:** As cited in 34 CFR 300.300.8 "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having a hearing impairment ("including deafness)...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(c)(3) *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance."

Please refer to "**Programs for Deaf and Hard of Hearing Students, Guidelines for Quality Standards**", for specific information on assessment of students in this category of disability. Published by the California Department of Education, this document can be found online at: [cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf](http://cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf)

#### 4. SPEECH OR LANGUAGE IMPAIRMENT-GENERAL ELIGIBILITY SUMMARY

5 CCR 3030(c): A pupil has a language or speech disorder as defined in EC 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:" (See 4a, 4b, 4c, 4d below.)

**NOTE:** As cited in 34 CFR 300.300.8 "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having a speech or language impairment...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(c)(11) "*Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance."

**NOTE:** As cited in EC 56333, "A pupil shall be assessed as having a language or speech disorder which makes him or her eligible for special education and related services when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services. In order to be eligible for special education and related services difficulty in understanding or using spoken language shall be assessed by a language, speech, and hearing specialist who determines that such difficulty results from any of the following disorders:

- a) Articulation disorders, such that the pupil's production of speech significantly interferes with communication and attracts adverse attention.
- b) Abnormal voice, characterized by persistent, defective voice quality, pitch, or loudness. An appropriate medical examination shall be conducted, where appropriate.
- c) Fluency difficulties which result in an abnormal flow of verbal expression to such a degree that these difficulties adversely affect communication between the pupil and listener.
- d) Inappropriate or inadequate acquisition, comprehension, or expression of spoken language such that the pupil's language performance level is found to be significantly below the language performance level of his or her peers.
- e) Hearing loss which results in a language or speech disorder and significantly affects educational performance."

#### A. SPEECH OR LANGUAGE IMPAIRMENT (SLI) - ARTICULATION DISORDER - ELIGIBILITY SUMMARY

5 CCR 3030 (c)(1)(A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental

level, and which adversely affects educational performance. (B) A pupil does not meet the criteria for articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

**B. SPEECH OR LANGUAGE IMPAIRMENT (SLI) - ABNORMAL VOICE - ELIGIBILITY SUMMARY**

5 CCR 3030(c)(2): A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch or loudness.

**C. SPEECH OR LANGUAGE IMPAIRMENT (SLI) - FLUENCY DISORDER - ELIGIBILITY SUMMARY**

5 CCR 3030(c)(3): A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

**D. SPEECH OR LANGUAGE IMPAIRMENT (SLI) - LANGUAGE DISORDER - ELIGIBILITY SUMMARY**

5 CCR 3030(c)(4): The pupil has an expressive or receptive language disorder when he or she meets **one** of the following criteria:

- i. The pupil scores at least 1.5 standard deviations below the mean, or below the 7<sup>th</sup> percentile, for his or her chronological age or development level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, **or**
- ii. The 7<sup>th</sup> percentile for his or her chronological age or developmental level on one or more standardized tests in one or the areas listed in Subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

5. VISUAL IMPAIRMENT (VI) - ELIGIBILITY SUMMARY

5 CCR 3030(d): A pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance.

**NOTE:** As cited in [34 CFR 300.300.8](#) "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having a visual impairment (including blindness)...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR Part 300 Sec. 300.8(c)(13) *Visual impairment including blindness* means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Please see the "**Program Guidelines for Students Who Are Visually Impaired**" published by the California Department of Education for specific information on assessments for visually impaired students' eligibility criteria. [Ordering Information - Educational Resources Catalog \(CA Dept of Education\)](#)

6. EMOTIONAL DISTURBANCE (ED) - ELIGIBILITY SUMMARY

[5 CCR 3030\(i\)](#): Because of a serious emotional disturbance, a pupil exhibits **one or more** of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:

- a) An inability to learn which cannot be explained by intellectual, sensory or health factors.
- b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
- d) A general pervasive mood of unhappiness or depression.
- e) A tendency to develop physical symptoms or fears associated with personal or school problems.

**NOTE:** As cited in [34 CFR 300.300.8](#) "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having a serious emotional disturbance (referred to in this part as 'emotional disturbance')...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(c)(14)(ii) "Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section."

## 7. ORTHOPEDIC IMPAIRMENT (OI) - ELIGIBILITY SUMMARY

[5 CCR 3030\(e\)](#): A pupil has a severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

**NOTE:** As cited in [34 CFR 300.300.8](#) "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having an orthopedic impairment...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(c)(8) "*Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments cause by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures)."

## 8. OTHER HEALTH IMPAIRMENT (OHI) - ELIGIBILITY SUMMARY

[5 CCR 3030\(e\)](#): A pupil has limited strength, vitality, or alertness, due to chronic or acute health problems including but not limited to a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious disease, and hematological disorders such as sickle cell anemia and hemophilia which adversely affect a pupil's educational performance. In accordance with [EC 56026\(e\)](#), such physical disabilities shall not be temporary in nature as defined by Section 3001(v).

**NOTE:** As cited in 34 CFR 300.300.8 "*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having another health impairment...and who, by reason thereof, needs special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(c)(9)"*Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(i) Is due to chronic or acute health problems such as asthma,\* attention deficit disorder or \*attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance."

\*See Appendix to Chapter 3 for Attention Deficit Disorder Guidelines.



## 9. SPECIFIC LEARNING DISABILITY (SLD) - ELIGIBILITY SUMMARY

**NOTE:** Federal Law (IDEA 2004) and the California Education Code differ in their definitions of Specific Learning Disability from that which is currently found in [5 CCR 3030](#) (as listed in Barclays Official California Code of Regulations dated 11/23/2007).

Both of the above references are included in this Procedural Guide. Until the State of California decides how RtI (Response to Intervention) will be utilized as a determiner of Specific Learning Disability, districts need to consider both the discrepancy model and the RtI model in determining eligibility for special education under this disability category.

### ELIGIBILITY—(DISCREPANCY MODEL)

[5 CCR 3030\(j\)](#) (as listed in Barclays Official California Code of Regulations dated 11/23/2007)

5 CCR 3030(j): A pupil has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, and has a **severe discrepancy** between intellectual ability and achievement in one or more of the academic areas specified in [EC 56337\(a\)](#). For the purpose of Section 3030(j):

- A. Basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, and cognitive abilities including association, conceptualization and expression.
- B. Intellectual ability includes both acquired learning and learning potential and shall be determined by a systematic assessment of intellectual functioning.
- C. The level of achievement includes the pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized achievement tests.
- D. The decision as to whether or not a severe discrepancy exists shall be made by the individualized education program team, including assessment personnel in accordance with [EC 56341\(d\)](#), which takes into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the individualized education program team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the individualized education program team shall use the following procedures:

- i. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.
- ii. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.
- iii. If the standardized test do not reveal a severe discrepancy as defined in subparagraphs (A) or (B) above, the individualized education program team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:
  - a. Data obtained from standardized assessment instruments;
  - b. Information provided by the parent;
  - c. Information provided by the pupil's present teacher;
  - d. Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
  - e. Consideration of the pupils age, particularly for young children; and
  - f. Any additional relevant information.

The discrepancy shall not be primarily the result of limited school experience or poor school attendance.

**NOTE:** As cited in 34 CFR 300.300.8(a) "*Child with a disability* means those children evaluated in accordance with Sec. 300.530-300.534 as having...specific learning disability...and who because of those impairments need special education and related services."

**NOTE:** As cited in 34 CFR 300.300.8(10):

- i. The term “*Specific Learning Disability*” includes such conditions as “perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”
- ii. *Disorders not included.* “Specific learning disability does **not** include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

ELIGIBILITY—”RTI MODEL”

[EC 56337:](#)

- a) A specific learning disability, as defined in 20 USC 1401 paragraph (3), means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations. The term “specific learning disability” includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. That term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectually disabled, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
- b) Notwithstanding any other provision of law and pursuant to 20 USC 1414 paragraph (6), in determining whether a pupil has a specific learning disability as defined in subdivision (a), a local educational agency is **not** required to take into consideration whether a pupil has a severe discrepancy between achievement and intellectual expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.
- c) In determining whether a pupil has a specific learning disability, a local educational agency **may** use a process that determines if the pupil responds to scientific, research-based intervention as a part of the assessment procedures described in 20 USC 1414 paragraphs (2) and (3) of subsection (b).

**NOTE:** As cited in 34 CFR 300.300.8(a) “*Child with a disability* means those children evaluated in accordance with Sec. 300.530-300.534 as having...specific learning disability...and who because of those impairments need special education and related services.”

**NOTE:** As cited in 34 CFR 300.300.8(10):

(i), the term “*Specific Learning Disability*” includes such conditions as “perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”

(ii) *Disorders not included*. “Specific learning disability does **not** include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

#### 10. DEAF-BLINDNESS (DB) - ELIGIBILITY SUMMARY

5 CCR 3030(b): A pupil has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental and educational problems.

**NOTE:** As cited in 34 CFR 300.300.8 “*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having concomitant hearing and visual impairments ...and who, by reason thereof, needs special education and related services.”

**NOTE:** As cited in 34 CFR 300.300.8(2), “*Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.”

#### 11. MULTIPLE DISABILITIES (MD) - ELIGIBILITY SUMMARY

5 CCR 3030(h): “A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil’s educational performance.”

**NOTE:** As cited in 34 CFR 300.300.8 “*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having multiple disabilities...and who, by reason thereof, needs special education and related services.”

**NOTE:** As cited in 34 CFR 300. 300.8(c)(7), “*Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does **not** include deaf-blindness.”

#### 12. AUTISM (AUT) - ELIGIBILITY SUMMARY

5 CCR 3030(g): “A pupil exhibits any combination of the following autistic-like behaviors, to include but not be limited to: (1) An inability to use oral language for appropriate communication; (2) A history of extreme withdrawal or relating to people

inappropriately and continued impairment in social interaction from infancy through early childhood; (3) An obsession to maintain sameness; (4) Extreme preoccupation with objects or inappropriate use of objects or both; (5) Extreme resistance to controls; (6) Displays peculiar motoric mannerisms and motility patterns; (7) Self-stimulating, ritualistic behavior.”

**NOTE:** As cited in 34 CFR 300.300.8 “*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having autism...and who, by reason thereof, needs special education and related services.”

**NOTE:** As cited in 34 CFR 300.300.8(c)(1):

- i. *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- ii. Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as define in paragraph (c)(4) of this section.
- iii. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.”

### 13. TRAUMATIC BRAIN INJURY (TBI) - ELIGIBILITY SUMMARY

[34 CFR 300.300.8\(12\)](#): “Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.”

**NOTE:** As cited in 34 CFR 300.300.8(1) “*Child with a disability* means a child evaluated in accordance with Sec. 300.304-300.311 as having traumatic brain injury...and who, by reason thereof, needs special education and related services.”

# CHAPTER 3 APPENDIX

## ATTENTION DEFICIT/HYPERACTIVITY DISORDER GUIDELINES

A student whose educational performance is adversely affected by a suspected or diagnosed attention deficit/hyperactivity disorder and after other documented interventions have proven unsuccessful, may meet eligibility requirements under the following categories:

**Specific Learning Disability [SLD]** with a significant discrepancy between ability and achievement and a deficit in attention which is one of the five basic psychological processes; or

**Emotionally Disturbed [ED]** when the lack of attention is causing a severe emotional condition so pervasive that it adversely affects educational performance; or

**Other Health Impaired [OHI]** when a student has a limited alertness due to AD/HD as a chronic, acute health problem which adversely affects educational performance.

**The purpose of this document** is to clarify how Districts should apply OHI eligibility criteria as stated in the Code of Federal Regulations (34 C.F.R. Part 300 Sec. 300.8(c)(9) and outlined in the 2008 document published by the U.S. Office of Special Education Programs (OSEP) entitled, [\*Identifying and Treating Attention Deficit Hyperactivity Disorder: A Resource for School and Home\*](#), in regard to students with suspected AD/HD.

“In order to receive special education and related services under Part B of IDEA, a child must be evaluated to determine **(A)** whether he or she has a disability, and **(B)** whether he or she, because of the disability, needs special education and related services.”

**A) Identification of the disability AD/HD:** The criteria set forth by the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)* are used as the standardized clinical definition to determine the presence of AD/HD (see DSM-IV Criteria for AD/HD below). ) A person must exhibit several characteristics to be clinically diagnosed as having AD/HD:

**Severity.** The behavior in question must occur more frequently in the child than in other children at the same developmental stage.

**Early onset.** At least some of the symptoms must have been present prior to age seven.

**Duration.** The symptoms must also have been present for at least six months prior to the evaluation.

**Impact.** The symptoms must have a negative impact on the child's academic or social life.

**Settings.** The symptoms must be present in multiple settings.

The specific DSM-IV criteria are set forth below.

<b>DSM-IV Criteria for Attention Deficit/Hyperactivity Disorder</b>
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A. According to the DSM-IV, a person with Attention Deficit/Hyperactivity Disorder must have either (1) or (2):

(1) Six (or more) of the following symptoms of inattention have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Inattention

- a) often fails to give close attention to details or makes careless mistakes in school work, work, or other activities
- b) often has difficulty sustaining attention in tasks or play activities
- c) often does not seem to listen when spoken to directly
- d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- e) often has difficulty organizing tasks and activities
- f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- g) often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- h) is often easily distracted by extraneous stimuli
- i) is often forgetful in daily activities

(2) Six (or more) of the following symptoms of hyperactivity-impulsivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

- a) often fidgets with hands or feet or squirms in seat
- b) often leaves seat in classroom or in other situations in which remaining seated is expected
- c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings or restlessness)
- d) often has difficulty playing or engaging in leisure activities quietly
- e) is often "on the go" or often acts as if "driven by a motor"

- f) often talks excessively
  - g) often blurts out answers before questions have been completed
  - h) often has difficulty awaiting turn
  - i) often interrupts or intrudes on others (e.g., butts into conversations or games)
- B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
- C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
- D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
- E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Disassociative Disorder, or a Personality Disorder).

Attention Deficit/Hyperactivity Disorder, Combined Type: if both Criteria A1 and A2 are met for the past 6 months.

Attention Deficit/Hyperactivity Disorder, Predominantly Inattentive Type: if Criterion A1 is met but Criterion A2 is not met for the past 6 months.

Attention Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type: if Criterion A2 is met but Criterion A1 is not met for the past 6 months.

**Source: American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition. Washington, DC, American Psychiatric Association, 1994.**

**B) Need for Special Education and Related Services:** The need for Special Education and Related Services is determined by the adverse affect of the disability on educational performance, **despite consistently applied and documented general education accommodations in both academic and behavioral areas.\*** Adverse affect on educational performance could be demonstrated (documentation needed) by the **pervasive** nature of **three** of the following:

- (1) The student is not making satisfactory progress towards grade level standards.
- (2) On grade reports, there is an overall pattern of poor or failing grades (equivalent of D's or F's) present for at least six months.



- (3) Quality and degree of task completion is significantly below the range of the class.
- (4) On **standardized and curriculum-based achievement tests**, the student demonstrates a significant difference between ability and achievement. (If considering using the discrepancy between ability and achievement, consider first the possible eligibility under Specific Learning Disability.)

The school psychologist will review the complete criteria listed in the DSM-IV in making their determination for eligibility under the OHI criteria. **It should be emphasized that DSM-IV ADHD criterion items are not special education eligibility criteria.** These potential difficulties with inattention, and hyperactivity-impulsivity characteristic of ADHD should however be considered when assessing a child for eligibility as potential areas of suspected disability. In terms of how DSM-IV ADHD symptoms manifest themselves, they can often overlap conceptually with eligibility criteria noted under OHI (and SLD and ED). Ultimately however, a student either qualifies or does not qualify as a student with a disability, based on special education eligibility criteria outlined in this procedural guide and California Education Code.

The relationship between the above indicators and AD/HD should be documented in the IEP. The initial evaluation must be a full and individual evaluation that assesses the child in all areas related to the suspected disability and uses a variety of assessment tools and strategies.

Even if a student has symptoms of AD/HD, the IEP Team should attempt to differentiate indicators that would be more closely associated with conditions such as:

- substance abuse
- mood disorders (i.e.: anxiety/depression)
- conduct disorders
- oppositional defiant disorder

Although these and other conditions may coexist, the IEP Team should attempt to identify the cause/effect relationship each of these conditions may be having on the student's academic achievement level, basic skill development, and social functioning in order to make proper eligibility decisions and to design effective intervention strategies.

**\*general education accommodations** may include the following as examples: extra time for assignments or tests, repeated directions, note takers, alternate responses for class work or tests, preferential seating, abbreviated assignments, positive behavioral supports.

## **CHAPTER 4**

# **DUE PROCESS HEARING AND COMPLAINT PROCEDURES**

## DUE PROCESS HEARING

Under IDEA, due process hearings are the principal vehicle for resolving disputes between parents of children with disabilities and Charter LEAs concerning identification, evaluation, placement or provisions of FAPE. Parents, students who have reached the age of majority and Charter LEAs are the only parties who may request a due process hearing. A Charter LEA may initiate due process in the following instances:

1. Parents refuse to consent to an action for which parental consent is required
2. When a Charter LEA is aware that a parent disagrees with the placement
3. In response to a parent request for a publicly funded Independent Educational Evaluation (IEE)

In the event a multidisciplinary team cannot agree on any aspect of a student's educational program, including placement, and the Charter LEA requests that a hearing officer design the IEP

Due process procedures include the option of a mediation conference, the right to examine pupil records, and the right to a fair and impartial administrative hearing at the state level. Specific procedures and timelines are delineated in the following pages to assist you in complying with legal requirements.

The El Dorado County Charter SELPA is implementing a local mediation process following extensive training in alternative dispute resolution as an alternative to formal mediation and fair hearing. This local alternative dispute resolution (ADR) process seeks to build positive relationships, encourages flexibility and creative problem solving and promotes a sense of ownership in the outcome. Parents may opt to meet with a "solutions panel" comprised of parents and educators to resolve the issue(s) of concern. This process does not preclude the option of formal mediation or fair hearing, but is offered as a positive alternative. For more information on the ADR process, contact the SELPA office at (530) 295-2289.

To initiate a due process hearing, the parents or public educational agency files a written request with the Office of Administrative Hearings. The requesting party also submits a copy of the hearing request to the other party. The hearing is to be completed and a decision reached within 45 days from receipt of the request, unless a continuance has been granted. If both parties agree to a mediation conference, it is held and completed within 15 days after hearing receipt. If the parties then proceed to the due process hearing, it is held and completed within 30 days after the mediation conference is held. To file for mediation or a due process hearing, contact:

Office of Administrative Hearings  
Special Education Division  
2349 Gateway Oaks, Suite 200  
Sacramento, CA 95833-4231  
Telephone: 926-263-0880; Fax: 916-263-0890

**Note:** These timelines are important to the outcome of the hearing. Often when timelines are violated, a hearing is lost based on a denial of due process rather than on the issues.

Nothing in the due process procedures described in this chapter is to be construed as prohibiting or preventing the parent and the public education agency from meeting informally and resolving any issue or issues of concern.

EVENT	PROCEDURES	DOCUMENTATION
<b>1.</b>	<b>INITIATING A DUE PROCESS HEARING</b>	
	<p>If any parent desires a due process hearing on any educational decision by a Charter LEA, covered under due process guidelines (<a href="#">EC 56501</a>), parent submits written hearing request to Office of Administrative Hearings and the Charter LEA.</p>	<p>Receipt of due process hearing request</p>
	<p>If the hearing request is submitted to the Charter LEA, the request is immediately forwarded to the Office of Administrative Hearings (OAH) who informs both parties of request receipt and schedules a mediation conference which can be waived by either party.</p>	<p>Reply letter informs parent/Charter LEA of informal review, ADR, Resolution Session, mediation conference and due process hearing.</p>
	<p>OAH determines if the complaint meets the requirements of IDEA 2004: (1) child's name, address and school of attendance; (2) a description of the problem with specific related facts; and (3) a proposed resolution with specific related facts.</p>	<p>Within 15 days of receipt of complaint, either schedule a Resolution Session or file a motion to dismiss the complaint (if the Charter LEA deems the complaint to be insufficient).</p>
	<p>If the complaint is deemed to be valid, the Charter LEA must, within 10 calendar days, provide a written response to the complaint which specifically addresses: (1) why the action subject to dispute was proposed or rejected; (2) includes a description of the other options considered and the reason for rejection; (3) the basis of the action; and (4) all relevant factors related to the decision.</p>	<p>Written response to parent</p>
	<p>If the Charter LEA requests a hearing, the chairperson of the IEP Team informs parent and forwards written hearing request to the OAH, who informs both parties of request receipt and schedules mediation conference which can be waived by either party.</p>	<p>Written communication from the Charter LEA with both parent and OAH</p>
	<p>Schedule a Resolution Session within 15 days of receipt of</p>	<p>Notice to parent and</p>

the complaint.

other attendees of  
proposed Resolution  
Session

## **2. INFORMAL REVIEW**

In the interest of avoiding a costly due process hearing, administrator or designee may meet informally with parents as soon as possible after receipt of hearing request to resolve parent concerns.

Notification of  
informal review

Schedule IEP team meeting, if needed, to document program change.

IEP; Results of  
informal review

If parent concern(s) is unresolved, administrator or designee may inform parent: (1) that Charter LEA will participate in a Resolution Session; (2) that Charter LEA waives the mediation conference and is proceeding directly to the due process hearing before State Hearing Officer.

Notification of  
Resolution Session or  
intent to proceed to  
due process hearing.

## **3. RESOLUTION SESSION**

The Charter LEA is required to schedule a resolution session within 15 days of their receipt of the complaint. This resolution session must include the parents, an administrator, and relevant members of the IEP team. The purpose of this session is to foster early resolution of special education disputes. Attorneys are not permitted, unless the parent brings an attorney. If a parent brings an attorney, that attorney is not entitled to recover fees for attending the resolution session. The resolution session is like mediation, without the assistance of a mediator. Any information discussed at that meeting is confidential. The outcome of the resolution session should be a legally binding settlement agreement.

Notification of  
Resolution Session

Schedule IEP team meeting, if needed, to document program change.

Documentation of  
Resolution Agreement  
IEP

If parent concern(s) is unresolved, administrator or designee may inform parent: 1) that Charter LEA will participate in mediation conference; or 2) that Charter LEA waives the mediation conference and is proceeding directly to the due process hearing before State Hearing Officer.

Letter to parent with  
decision to participate  
in Mediation or in due  
process hearing.

If agreement is reached at the Resolution Session, OAH must be notified to remove the matter from hearing. If agreement is not reached, the matter will proceed to mediation and/or hearing.

Letter to OAH to  
remove matter from  
hearing

#### 4. MEDIATION CONFERENCE

Mediation conference is held if Charter LEA or parents do not waive conference.

If the parties to the mediation come to agreement, the decisions are documented in the mediation agreement.

An IEP team meeting is scheduled as soon as possible to incorporate these agreements into the IEP.  
If parent concern(s) is unresolved, OAH lists unresolved issue(s) as basis for due process hearing and sets hearing date and place convenient for both parties.

Reply letter from OAH informs parent and Charter LEA regarding mediation conference and due process hearing.

Completed mediation conference form documents action taken

IEP  
Completed mediation conference documents unresolved issues.

#### 5. DUE PROCESS HEARING

Hearing must be completed within 30 days after mediation conference or within 45 days after receipt of hearing request if mediation conference is waived.

OAH assigns Hearing Officer who is knowledgeable of administrative hearing procedure.

**All evidence (written and list of witnesses) exchanged by parent and Charter LEA 5 days prior to hearing**

Hearing proceedings must be recorded verbatim and both parties given access to the recording.

Hearing admits any relevant evidence on which responsible persons are accustomed to rely in conduct of serious affairs; all testimony under oath or affirmation.  
Hearing is conducted in English with interpreter when necessary.

Decision written in English and, as appropriate, the primary language of parent and mailed to both parties to the hearing.

Both parties given notice of rights and explanation of procedure for appealing hearing decision to court of competent jurisdiction.

OAH Process;  
Assignment of date, time, place by OAH

All Documentation

Completed decision form

Notification of appeal rights

**6. STUDENT PLACEMENT DURING HEARING  
(STAY PUT)**

During the hearing proceedings, the student is to remain in his or her present educational placement unless the public education agency and the parent agree otherwise. Present educational placement is usually defined as the current education and related services provided in accordance with the most recently approved IEP. A student applying for initial admission to a Charter LEA, shall, with consent of the parents, be placed in the public school program until the completion of all proceedings.

IEP and OAH  
Decision

**6. IEP REVIEWS**

A Charter LEA must keep its proposed educational planning for a student current during the hearing process so that it remains ready to serve the student whenever he or she returns to the public Charter LEA. This means that a Charter LEA must continue to offer FAPE by developing and reviewing annual IEPs while litigation is pending, even though the parents may not consent.

IEP

**7. IMPLEMENTING THE DECISION OF THE  
HEARING OFFICER**

If a Charter LEA does not intend to appeal the decision made in a due process hearing, it should implement the decision as soon as possible, and in any event, within a reasonable amount of time.

Written Decision from  
OAH

\*\*\*See the Appendix to this chapter for:

1. **“Special Education Due Process Hearings Procedural Safeguards”** from [“Understanding Special Education Due Process Hearings”](#) provided by the Office of Administrative Hearings.
2. **“El Dorado County Charter SELPA Resolution Session Process”**

## **CALIFORNIA DEPARTMENT OF EDUCATION COMPLAINT PROCEDURES**

Any individual, public agency or organization may file a written complaint with the superintendent of the concerned local public education agency alleging a matter, which if true, would constitute a violation by that public education agency of a federal or state law or regulation governing special education and related services. In some instances, the complaint may be filed directly with the State Superintendent of Public Instruction. (see [CCR 4650](#)). For

complaints relating to special education, the following shall be conditions for direct state intervention if the complainant alleges:

1. A public agency, other than an LEA fails or refuses to comply with an applicable law or regulation relating to the provision of FAPE.
2. The LEA or public agency fails or refuses to comply with the due process procedures or failed or refused to implement a due process hearing order.
3. Facts that indicate that the child or group of children may be in immediate physical danger or that the health, safety or welfare of a child or group of children is threatened.
4. That a student is not receiving the special education or related services specified in his or her IEP.
5. The complaint involves a violation of federal law governing special education.

If the complainant files a complaint directly with the State, they shall identify the basis upon which the direct filing is being made.

Each person or organization filing a complaint shall specify all relevant facts in their possession and provide any additional information that the complainant believes will support the complaint.

The public education agency shall annually notify individuals of their local educational agency complaint procedures and of their right to a hearing regarding the complaint. The notice shall include the identities of the person responsible for processing complaints, the civil remedies available and of the appeal and review procedures.

## LOCAL COMPLAINT PROCEDURES

When a complaint is filed directly with the local educational agency, the Charter LEA shall complete the following within 60 days from receipt of the complaint:

1. Investigate the complaint. The investigation shall provide an opportunity for the complainant, or the complainant's representative, and local educational agency representatives to present information relevant to the complaint. The investigation may include an opportunity for the parties to meet to discuss the complaint or question each other's witnesses.
2. Prepare a report of the facts, findings and disposition of the complaint and rationale for such disposition. The report shall include corrective actions (if any).



3. Provide a copy of the report to the complainant, together with a copy of the complainant's right to appeal the Charter LEA's decision to the Department of Education.

Charter LEAs may establish procedures for attempting to resolve complaints through mediation prior to the initiation of a formal compliance investigation. Conducting local mediation shall not extend the local timelines for investigating and resolving complaints at the local level, unless the complainant agrees, in writing, to the extension of the timeline. In no event shall mediation be mandatory in resolving complaints.

If the Local Educational Agency Decision is appealed to the state level, the LEA shall forward the following to the State Superintendent of Public Instruction:

- a. The original complaint
- b. A copy of the Charter LEA Decision
- c. A summary of the nature and extent of the investigation conducted by the Charter LEA (if not covered in the Decision)
- d. A report of any action taken to resolve the complaint
- e. A copy of the LEA complaint procedures; and
- f. Such other relevant information as the Superintendent may require.

Any complainant may appeal a LEA Decision to the State Superintendent by filing a written appeal within 15 days of receiving the LEA Decision. Extensions for filing appeals may be granted for good cause.

## DIRECT STATE INTERVENTION

When the State Superintendent of Public Instruction (Superintendent) receives a complaint requesting direct State intervention, the Superintendent shall determine whether the complaint meets one or more of the criterion specified in the California Code of Regulations (Section 4650), and shall immediately notify the complainant of his or her determination. If the complaint is not accepted, it will be referred for local investigation.

When direct state intervention is warranted, the following procedures shall be used to resolve the issues of complaint:

1. The Department shall offer to mediate the dispute which may lead to a state mediation agreement; and
2. The Department shall conduct an on-site investigation if either the Charter LEA or the complainant waives mediation or mediation fails to resolve the issues. Mediation shall not exceed thirty days unless the parties agree to an extension.

## MEDIATION PROCEDURES

1. Each party in the dispute shall be notified by the Department and offered the mediation process as a means of resolving the complaint. Should the parties agree to mediate, written confirmation shall be sent indicating the time and place of the mediation conference.
2. Upon acceptance of the Department's offer to mediate, the allegations to be addressed shall be sent by certified mail to each party.
3. A trained mediator is appointed.
4. The mediation results are documented in a mediation agreement and signed by the involved parties.
5. The mediator confirms that the agreement is consistent with all applicable laws and regulations.
6. A copy of the mediation agreement is sent to each party.

The compliance status of the Charter LEA will revert to noncompliance if they do not perform the provisions of the mediation agreement within the time specified.

## INVESTIGATION PROCEDURES

If either party waives mediation, or mediation fails, in part or in whole, those remaining unresolved issues shall be addressed through the investigation process.

1. At least two weeks prior to the date of an investigation, each party in the dispute will be notified of the name(s) of the investigator(s) and the investigation dates
2. The investigator will request all documentation regarding the allegations and will interview the complainant and all involved persons as appropriate to determine the facts of the case
3. The investigation will be completed within 60 days after receiving a request for intervention or an appeal, unless the parties agree to extend the timelines.
4. An investigation report shall be mailed to the parties within 60 days from receipt of the request.

Within 35 days of receipt of the report, either party may request reconsideration by the Superintendent. The Superintendent may, within 15 days, respond in writing to the parties either modifying the conclusions or required corrective actions of the Department report, or denying

the request. Pending the Superintendent's reconsideration, the Department's report remains in effect and enforceable.

(For specific enforcement provisions see CCR Section 4670.)

# CHAPTER 4 APPENDIX

## EL DORADO COUNTY SELPA RESOLUTION SESSION PROCESS

Districts are required by IDEA 2004 to follow a set of procedures to provide parents access to due process and the protections of the procedural safeguards required of federal law.

### COMPLAINT REQUIREMENTS:

Under the reauthorized IDEA there is no right to a due process hearing without a valid complaint. In order to be considered valid, a complaint must contain (1) the child's name, address and school of attendance; (2) a description of the problem with specific related facts; and (3) a proposed resolution with specific related facts. No longer will a general assertion of a denial of FAPE be sufficient to initiate a due process hearing.

### MOTION TO DISMISS COMPLAINT: (15 days)

Charter LEAs now have an affirmative duty to file a motion to dismiss those complaints that do not meet the requirements of the new IDEA. Such motions must be filed within 15 days of receipt of the complaint. If the Charter LEA fails to address the contents of the complaint, it may be assumed that the Charter LEA accepts the complaints as is and a charter LEA could be forced to defend an improperly asserted claim at a due process hearing. Therefore, it is important to evaluate each new complaint as it is received.

### RESPOND TO COMPLAINT: (10 days)

Once a valid complaint is received, the Charter LEA must, within 10 calendar days, provide a written response to the complaint which specifically addresses: (1) why the action subject to dispute was proposed or rejected; (2) includes a description of the other options considered and the reason for rejection; (3) the basis of the action; and (4) all relevant factors related to the decision.

### RESOLUTION SESSION: (15 days)

The Charter LEA is required to schedule a Resolution Session with 15 days of their receipt of the complaint. This Resolution Session must include the parents, an administrator, and relevant members of the IEP team. The purpose of this session is to foster early resolution of special education disputes. Consequently, attorneys are not permitted, unless the parent brings an attorney. If a parent brings an attorney, that attorney is not entitled to recover fees for attending the resolution. The Resolution Session is like mediation, without the assistance of a mediator. Any information discussed at that meeting is confidential. The outcome of the resolutions session should be a legally binding settlement agreement.

Once a Charter LEA receives a Due Process Complaint from the Office of Administrative Hearings they should notify the SELPA office immediately. OAH does not inform the SELPA of filings and it is important to date stamp the date of receipt and fax a copy to the SELPA. The

Charter LEA will respond to the parent's complaint in writing. The Charter LEA may also file a letter of insufficiency with OAH. The Charter LEA will offer a Resolution Session and the parents can choose to accept or waive. When a Charter LEA files for Mediation or Hearing, a Resolution Session is not required.

**Contact the SELPA Director immediately upon receiving a notice of filing from a parent or from the OAH to obtain sample letters of response and assistance from the SELPA.** The SELPA Director will assist a Charter LEA with their responses to the parent and/or OAH. If a Resolution Session is required, staff from the El Dorado County SELPA can serve as the neutral facilitator. The SELPA Director will work with the Charter LEA to locate an available facilitator.

If agreement is reached at the Resolution Session, OAH must be notified to remove the matter from hearing. If agreement is not reached, the matter will proceed to mediation and or hearing.

## **CHAPTER 5**

# **SPECIAL EDUCATION RECORDS**

## SPECIAL EDUCATION RECORD

Districts shall establish, maintain and destroy pupil records according to regulations adopted by the State Board of Education. The following guidelines apply to confidential special education records.

### 1. ACCESS:

- a) Special education records are subject to the same privacy and access right as other Mandatory Interim pupil records. In addition, parents have the right to examine all school records of their child that relate to the identification, assessment, and educational placement of the child. Even though records may be stamped “confidential” or contain sensitive information, the parent or eligible student has full rights of access. Parents have the right to receive copies within **five business days** of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents.
- b) The LEA will not permit access to any child’s records without written parental permission except as follows:
  - Charter LEA officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
  - Certain state and federal officials for audit purposes
  - Certain law enforcement agencies for purposes listed in Education Code and Federal Law
  - A pupil 16 years of age or older, having completed the 10<sup>th</sup> grade who requests access.
- c) The LEA may release information from the student’s records for the following:
  - In cases of emergency when the knowledge of such information is necessary to protect the health or safety of the child and/or others
  - To determine the child’s eligibility for financial aid
  - To accrediting organizations to the extent necessary to their function
  - In cooperation with organizations conducting studies and research that does not permit the personal identification of children or their parents by persons not connected with the research and provided that their personally identifiable information is destroyed when no longer needed
  - To officials and employees of private schools or school systems in which the child is enrolled or intends to enroll.
  - Test protocols are considered to be a part of a pupil’s confidential file. Protocols must be maintained in a pupil’s confidential file and copies provided to the parent upon request.

- (See appendix to this chapter for The Special Education Records Request Process form.)

## 2. CONFIDENTIALITY OF RECORDS:

- All procedural safeguards of the Individuals with Disabilities in Education Act shall be established and maintained. A custodian of records must be appointed by each LEA to ensure the confidentiality of any personally identifiable student information. This is usually the case manager, but may be another person who has been trained in confidentiality procedures.
- The custodian of records is responsible for ensuring that files are not easily accessible to the public. Records of access are maintained for individual files, which include the name of party, date, and purpose of access.

## 3. TRANSFER OF RECORDS:

*Control+Click [here](#) to watch a training video to learn about students' educational records and how to request student records from the prior district.*

- When a student moves from one school to another, records should be transferred in accordance with state and federal law. Unfortunately, federal law requires the district from which the student moves to notify the parent of the transfer of records along with the parent's right to review, challenge and/or receive a copy of the transferred record. California law specifies that the district which receives the student shall be responsible for the notification. Procedurally, both requirements can be met if the district provides an annual notification to the parents of every student which specifies that records will be transferred and outlines the other rights cited above. This notice should be provided to all parents each fall and to the parents of every new student upon enrollment.
- CALIFORNIA SCHOOLS ARE NOT REQUIRED TO OBTAIN PARENT PERMISSION TO FORWARD RECORDS - IN FACT, THEY ARE REQUIRED TO FORWARD RECORDS TO ANY CALIFORNIA SCHOOL OF NEW OR INTENDED ENROLLMENT "WITHIN FIVE (5) DAYS. \* Records cannot be withheld for nonpayment of fees or fines. ([EC 49068](#))
- Mandatory Permanent Pupil records must be forwarded to all schools. (The original, or a copy, also must be retained by the sending district.) Mandatory Interim Pupil records must be forwarded to California public schools and may be forwarded to any other schools. Permitted pupil records may be forwarded at the discretion of the custodian of the records. Private schools in California are required to forward Mandatory Permanent Pupil Records.
- If an agency or person provides a written report for the school's information, it becomes a part of the pupil's record and, as such, is available to the parent even though it may be marked "confidential." (Technically, it becomes a part of the record only when it is filed or maintained. The custodian of the records should give serious consideration to the educational value of sensitive information before routinely including it as a pupil record.



As alternatives, the report may be summarized in a more useful form, it may be returned for revision, or it may be rejected and destroyed before it becomes a record.)

4. CORRECTION OR REMOVAL OF INFORMATION:

- a) Parents have the right, on request, to receive a list of the types and locations of education records collected, maintained and used by the educational agency. Parents may challenge the content of the student's record if they believe the information in education records collected, maintained or used is inaccurate, misleading, or in violation of the privacy or other rights of the child. This right to challenge becomes the sole right of the student when the student turns 18 or attends a post-secondary institution. The request to remove or amend the content of the student record must be made in writing.
- b) Within 30 days of receiving the request, the superintendent or designee shall meet with the parent/student and with the employee (if still employed) who recorded the information in question. The superintendent shall then decide whether to sustain the allegations and amend the records as requested or deny the allegations. If the allegations are sustained, the superintendent shall order the correction or removal and destruction of the information.
- c) When a student grade is involved, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons why the grade was given before the grade is changed either by the superintendent or at the decision of the board. Insofar as practical, the teacher shall be included in all discussions relating to the changing of the grade.
- d) If the superintendent disagrees with the request to amend the records, the parent/student may write within 30 days to appeal this decision to the local school board. Within 30 days of receiving the written appeal, the board shall meet in closed session with the parent and the employee (if still employed) who recorded the information in question. The governing board shall then decide whether or not to sustain or deny the allegations. If the governing board sustains any or all of the allegations, it shall order the superintendent to immediately correct or remove and destroy the information in question. The decision of the school board is final. The records of the Governing Board proceedings shall be maintained in a confidential manner for one year after which they will be destroyed, unless the parent initiates legal proceedings within the prescribed period relative to the disputed information.
- e) If the final decision of the governing board is unfavorable to the parent or if the parent accepts an unfavorable decision by the Charter LEA, the parent shall have the right to submit a written statement commenting on the record or explaining any reasons they disagree with the decision of the superintendent or the board. These explanations shall be included in the records of the child for as long as the record or contested portion is maintained by local educational agency. If the records of the child, or contested portion, is given by the agency to any party, the explanation must also be given to the party.

- f) At the beginning of each school year, parents shall be notified of the availability of the above procedures for challenging student records.
- g) In order to avoid potential challenges, it is recommended that Charter LEA staff receive training which alerts them to the requirements of privacy and access laws. To the degree that a statement describes a student's behavior, the statement can withstand challenges. Ambiguous terms should be avoided, and staff members should restrict their comments to areas of training. In addition, only those observations which have educational relevancy should be recorded. Statements describing unrelated family incidents or unsubstantiated claims are inappropriate for a student's record.

##### 5. RECORD CLASSIFICATION AND DESTRUCTION:

- a) Pupil records - in fact, all school public records - are classified as continuing records until such time as their usefulness ceases. While they are continuing records, their destruction is governed by a rather complicated set of guidelines. Certain items are specifically excluded from destruction restrictions. CCR Title 5, §16020 indicates that copies of originals, pupil passes, tardy slips, admit slips, notes from home, including verification of illness and individual memorandum between employees of the Charter LEA are not records and may be destroyed at any time.
- b) Other pupil-related records are defined within the three categories: **mandatory permanent, mandatory interim, and permitted.** (See below for a full explanation of each category.)
- c) **Mandatory permanent** pupil records are never destroyed. *Caveat:* These records or a copy, are retained for every pupil who was ever enrolled in the Charter LEA. A copy of the mandatory permanent records is forwarded for students who transfer.
- d) **Mandatory interim** records can be classified as Class 1 permanent or Class III disposable when their usefulness ceases. The Charter LEA is responsible for the classification subject to governing board approval. If mandatory interim records are classified as disposable, they are to be destroyed in accordance with CCR Title 5, §16029. This requires that they be retained for three years beyond the date of origination and that the state historian in the Secretary of State's office be notified of the pending destruction. If a mandatory interim record is no longer useful but a decision cannot be made as to whether it should be Class I permanent or Class II disposable, then it may be classified as Class II optional record and reviewed for classification a year later.
- e) The third category of pupil records – **Permitted** - may be destroyed whenever their usefulness ceases without the waiting period. However, if a student transfers, graduates or otherwise terminates attendance, such records shall be held six months and then destroyed.
- f) As Mandatory Permanent pupil records, special education records may be classified as Class III, disposable, when they are deemed as no longer useful. This could occur only

after transfer or withdrawal from a special education program. Even after classified as disposable, Mandatory Interim records must be retained for at least three years beyond the date of the record's creation.

- g) An important exception applies to those records which were used in assessment for a special education candidate who does not become a special education student. In such cases the records are permitted pupil records and can be classified as Class III, disposable, and destroyed whenever their usefulness ceases.

## CHAPTER 5 APPENDIX

### **Special Education Records Request Process**

\_\_\_ 1. When a parent requests copies of a student's special education file, please ask them to put the request in writing.

\_\_\_ 2. When received, date stamp the request.

\_\_\_ 3. Notify your principal, director, program specialist and/or SELPA director.

\_\_\_ 4. Provide parents with requested materials within 5 business days. The school may charge parents no more than the actual costs for making the parent copy. If the parent cannot afford to pay, they shall not be charged.

\_\_\_ 5. Courts have ruled that test protocols may be given to parents. (if requested)

\_\_\_ 6. Once you have provided copies, document what you did:

\_\_\_ a) Enclosed are your requested special education files provided to you on \_\_\_\_\_(date) .  
(Have parent(s) sign that they received.)

OR

\_\_\_ b) Special Education files received on \_\_\_\_\_ (date)  
by \_\_\_\_\_ (parent name).

AND

\_\_\_ c) Make a copy of the receipt, keep the original and provide the parent with the copy.

**CHAPTER 6**

**STUDENT DISCIPLINE AND**

**BEHAVIOR**

# SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS MANIFESTATION DETERMINATION GUIDELINES

## GENERAL DEFINITION:

- When a Charter LEA proposes to sanction the misconduct of a student with a disability (IDEA or Section 504 qualified) by expulsion, suspension for an indefinite period, or suspension for more than ten school days, this constitutes a change of placement for the student. The Charter LEA then must determine whether the misconduct was directly caused by the student's disability and/or whether the IEP was being properly implemented. This determination is made during a "Manifestation Determination IEP Meeting". If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.
- a) These protections may extend to students "not yet eligible" for special education if it is shown that the *Charter LEA* had knowledge that the child had a disability before the behavioral incident occurred. In such a case, or when a parent requests an evaluation of a general education child who is suspended or expelled, the evaluation must be expedited.

## PROCESS:

- a) A Manifestation Determination IEP Meeting must occur no later than **10 school days** of the decision to change the student's education placement by removing the student from school for more than 10 days due to a violation of the school's code of conduct.
- b) The IEP Team must consider the following factors:
  - The most recent diagnostic evaluations. If the last evaluation is more than 1 year old, a new evaluation must be completed.
  - Any teacher observations of the student
  - Any discipline incident reports
  - Relevant information supplied by parent
  - The most recent IEP (including positive behavior supports positive behavior supports already in place)
  - Any other relevant information in the student's file, including health records
- c) Using the above information, the IEP Team must determine the answers to two questions:
  - Was the conduct in question caused by the student's disability or did it have a **direct** and substantial relationship to the disability?
  - Was the conduct in question the **direct** result of the Charter LEA's failure to implement the IEP?

- d) If the IEP Team determines that answer to both questions above is “no”, the determination is made that the behavior was not a manifestation of the disability. The student’s records are then forwarded for further disciplinary action.
- e) If the IEP Team determines that answer to **either or both** questions above is “yes”, the determination is made that the behavior was a manifestation of the disability. The student’s records are forwarded for termination of the disciplinary action; student is reinstated into his/her school placement that was in effect prior to the removal unless the school and the parent agree otherwise. A functional behavior assessment/behavior intervention plan is initiated or reviewed for revision.
  - Exceptions:
    - ✓ Special circumstances necessitate an interim alternative educational setting for not more than 45 days, because the behavior involved one of the following special circumstances: drugs, weapons, or infliction of serious bodily injury.
    - ✓ Parent and Charter LEA agree to a change in placement.

### 3. MANIFESTATION DETERMINATION REQUIREMENTS:

1. Must be made by a group of persons knowledgeable about the student and the meaning of the evaluation data.
2. Within 10 days after the date on which the decision to take the action is made.
3. Must be a reasoned, impartial evaluation of the relatedness of the student’s misconduct to the disability and the appropriateness of the student’s placement.
4. If at all possible, the parent should be involved in the determination process, although they are not “entitled” to participate if they outright refuse to nor display reasonable willingness to participate. The Charter LEA should make and document reasonable yet substantial efforts/accommodations to allow for parent participation.
5. When making a decision regarding appropriateness of placement, by law, an appropriate placement is one that is “reasonably calculated to confer educational benefit” and is not the same as “the very best possible placement”. The placement, to be appropriate, should be one that was based on a careful consideration of academic, emotional and behavioral needs/concerns and has provided a program and structure, including related services, that addresses these needs/concerns to a reasonable degree.
6. This analysis should consider such factors as:
  - a) Behavior intervention strategies that were or should have been employed.
  - b) The home/Charter LEA communication that has or should have occurred.
  - c) The general progress that has been made on IEP goals and objectives.

## RECOMMENDED PROCEDURES FOR A MANIFESTATION MEETING:

1. Parents should be well advised ahead of time regarding the purpose of the meeting and the procedural safeguards available to them.
2. All information that comes out of the evaluation process and/or is provided by parent should be carefully considered by the team. What information/data was considered to make a determination should be documented.
  - a) In actuality and by all appearances the process should be an “impartial” one where decisions are made objectively based on all information available. “Moralizing” or making value judgments about the way the law “ought to be” or about the student should not be engaged in during the context of the decision making process. Members should objectively state their decision and reason for their decision without trying to emotionally persuade other members or expressing reasons for their decisions that are beyond the scope of the lawful purpose for/objective of the meeting.
  - b) All members should clearly understand the misconduct and all factors related to it that are necessary to make a decision about manifestation and/or appropriate placement.
  - c) All members should clearly understand the nature of the student’s disability thoroughly enough to make decisions regarding manifestation and/or appropriate placements. This understanding should be based on how the disability would most likely be manifested by the student as an individual.
  - d) The parent of a child with a disability who disagrees with any decision regarding the manifestation determination, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may appeal the decision by filing for due process.
  - e) The decision of the IEP Team shall be forwarded to the Charter LEA’s Board of Education for appropriate action.
  - f) It is the recommendation of the El Dorado County **Charter** SELPA that IEP Teams utilize the Manifestation Determination Discussion Guide developed by PENT (Positive Environment Network of Trainers) to guide *preparation* for the Manifestation Meeting as well as during the Manifestation Meeting itself. (See Appendix to this chapter as well as the following website link: [pent.ca.gov](http://pent.ca.gov) (Fillable template format) In addition, if a Functional Behavioral Analysis is warranted, see the PENT Website link for a Functional Behavioral Assessment Summary: [pent.ca.gov](http://pent.ca.gov) as well as the Appendix to this chapter.



## BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES (HUGHES BILL):

The Hughes Bill ([EC 56520](#)) and its implementing regulations provide a framework for developing positive behavior plans and interventions for students with “serious behavior problems”. In accordance with California Code of Regulations, the El Dorado County SELPA has developed policies and procedures to govern the systematic use of behavioral interventions. These policies are in keeping with the SELPA’s philosophy that when a special education student’s behavior is inappropriate, staff shall use behavioral interventions that are developmentally appropriate and respect the student’s dignity and privacy.

A functional analysis assessment must be conducted and a positive behavior intervention plan developed if appropriate, for a student with exceptional needs who is identified as having a serious behavior problem. A “serious behavior problem” is identified by the regulations as behaviors which are self-injurious, assaultive, or cause serious property damage and other severe behaviors that are pervasive and maladaptive and for which instructional/behavioral approaches specified in the IEP are found to be ineffective.

In determining whether a Functional Analysis Assessment and Positive Behavior Intervention plan are indicated, the IEP Team is advised to consider the following:

1. Was an emergency intervention used to address the problem behavior?
2. Have instructional/behavioral approaches specified in the IEP been ineffective?
3. Does student have an existing behavior plan?
4. Is the behavior limiting the student’s access to learning, the community or social events?

## FUNCTIONAL ANALYSIS ASSESSMENT:

All assessment, intervention and evaluation activities related to a special education student’s Behavior Intervention Plan shall be facilitated and supervised by the IEP team. Although in most cases a functional analysis is initiated by the IEP team, as with any other special education assessment of a student with an existing IEP, this can be accomplished with or without a formal IEP provided parent consent is obtained. Before a functional analysis assessment begins, parents shall be notified and consent obtained.

A functional analysis assessment must be conducted by, or under the supervision of a person who has documented training in behavior analysis with an emphasis on positive behavioral interventions. The Behavior Intervention Case Manager (BICM) shall coordinate and assist in conducting the functional analysis assessment.

Once it is determined that a student with a disability requires a functional analysis assessment, the regulations require that the following elements be included:

1. An accurate definition and description of the frequency, duration and intensity of the problem behavior including baseline data

2. A history of the problem behavior, including the effectiveness of previously used interventions
3. A summary of all relevant educational records
4. Health and medical factors which may influence behavior
  - a) Medication
  - b) Sleep cycles
  - c) Health
  - d) Diet
5. An ecological analysis of the settings in which the behavior occurs including, but not limited to:
  - a) Physical setting
  - b) Social setting
  - c) Nature of instruction/ degree of participation
  - d) Scheduling
  - e) Degree of independence/choice
  - f) Quality of the communication between the individual and staff and other students
  - g) Amount of social interaction
6. Reinforcers must be identified that are specific to the student.
7. An analysis of the antecedents and consequences of the behavior based on data collected across all appropriate settings.
8. A description of the rate of alternative behaviors, including their antecedents and consequences.

Information to complete the functional analysis assessment must be obtained from all of the following:

- a) A review of all available data including individual records and assessment reports
- b) Direct and systematic observation
- c) Interviews with significant others

Based on the information gathered from the functional analysis assessment, a hypothesis is generated regarding the **function** of the behavior.

## BEHAVIOR INTERVENTION PLAN:

The behavior intervention plan is a written document that is developed by the IEP team, including the BICM. Behavior interventions are designed to provide the student with greater access to a variety of community settings, social contacts and education programs.

The behavior intervention plan must include the following information:

1. A summary of information gathered from the functional analysis assessment (report);
2. An objective and measurable description of the targeted “maladaptive” behavior(s) and **functionally equivalent replacement positive behavior(s) (FERB)**;  

Individual goals and objectives specific to the behavioral intervention plan;
3. A detailed description of the behavioral interventions to be used and the circumstances for their use;
4. Specific schedules for recording the frequency of the use of interventions and the frequency for the targeted replacement behaviors; including specific criteria for discontinuing the use of the interventions for lack of effectiveness or replacing it with an identified and specific alternative;
5. Criteria by which the procedure will be faded or phased out or less intense/frequent restrictive behavioral intervention schedules or techniques will be used;
6. Those behavioral interventions which will be used in non-educational settings;\*
7. Specific dates for periodic review by the IEP team of the program’s effectiveness;
8. The frequency of consultation to be provided by the behavior intervention case manager to the staff and parents who are responsible for implementing the plan.

\*A copy of the plan shall be provided to the person or agency responsible for implementation in non-educational settings.

Behavior intervention plans **must** also include the following elements:

1. Environmental changes needed prior to or during plan implementation;
2. Direct treatment strategies for positive replacement behaviors including reinforcement systems;
3. Positive programming/teaching techniques and strategies;
4. Reactive strategies for problem behaviors.

The Behavior Intervention Plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation.

#### EVALUATION:

As specified in the Behavior Intervention Plan, a schedule for reviewing the effectiveness of the plan is part of the original document. The frequency of the periodic review is determined by the type of plan and the support needed by on-site staff. The periodic review will make use of ongoing measurement data in determining the appropriateness of the intervention. The following elements should be included when the IEP team evaluates the effectiveness of the plan:

1. Document that program implementation occurred;
2. Obtain data on the frequency, duration and intensity of the behavior at intervals determined by the IEP team;
3. Evaluate plan effectiveness (compare baseline data with current data).

The method of contact and schedule for reviewing the plan must be agreed upon by the IEP team, including the parent. The review process may occur by any of the following means:

1. Telephone contact and/or email;
2. Notes/report to parents;
3. Meetings.

#### MAKING CHANGES TO THE BEHAVIOR INTERVENTION PLAN:

If the IEP team determines that changes to the plan are necessary to increase program effectiveness, additional assessments shall be conducted, and changes to the behavior intervention plan shall be proposed based on the outcomes. The BICM (or designee) and the parent may make minor modifications to the plan, as long as the parent can review any data that changes are based on and the parent is informed of their right to question modifications through the IEP process.

The recommended forms/procedures for developing a Positive Behavioral Intervention Plan for Severe Behavior (Self-Injurious, Assaultive, Serious property Damage and Other Pervasive, Maladaptive Behavior) are located on the [PENT](#) (Positive Environment Network of Trainers) website, (1 - [Coversheet](#) | 2 - [FAA Data Collection](#) | 3 - [Core Plan](#) | 4 - [PBIP Data Collection](#)).

#### BEHAVIOR INTERVENTION CASE MANAGER (BICM):

1. Qualifications and Training

The BICM is a designated **certificated** Charter LEA staff member or other qualified personnel contracted by the Charter LEA, with training in behavior analysis with emphasis on positive behavioral interventions. The duties may be performed by any existing staff member who is appropriately trained in positive behavior analysis,

including, but not limited to, a teacher, resource specialist, Charter LEA psychologist or program specialist.

2. The BICM must meet the following criteria:

- a) He or she is a qualified Charter LEA staff member and meets federal and state certification, licensing, registration or other comparable requirements which apply to the area in which he/she is providing special education or related services.
- b) He or she has had training in the following areas:
  - Context of the Hughes Bill and implementing regulations
  - Requirements of the legislation
  - Definition of key terms
  - Knowledge of what constitutes a legally acceptable functional analysis and behavior intervention plan
  - Role of the BICM in educational settings

3. Conducting an Ecological Analysis

- a) Environmental variables that may influence behavior
- b) Knowledge of how consequences and antecedents effect behavior
- c) Knowledge of curriculum (including functional and critical skills) and developmentally appropriate practices
- d) Knowledge of teaching strategies

4. Assessing Behavior

- a) Analysis of antecedents and consequences
- b) Data collection techniques
- c) Data analysis
- d) Determining the communicative function of the behavior (developing hypothesis)
- e) Knowledge of multiple factors affecting behavior and behavior change

5. Developing a Behavior Intervention Plan

- a) Essential components of BIP including:
  - ✓ Designing environmental interventions to support behavior change
  - ✓ Direct treatment strategies
  - ✓ Positive programming
  - ✓ Reactive strategies
- b) Selecting replacement behaviors
- c) Principles of reinforcement
- d) Strategies for ongoing data collection

#### Emergency Interventions

- a) Definition of behavioral emergencies
- b) Guidelines for responding to behavioral emergencies including restrictions on use of aversive techniques
- c) SELPA policies governing the use of emergency interventions
- d) Timelines and legal requirements of emergency interventions

#### RESPONSIBILITIES OF THE BEHAVIOR INTERVENTION CASE MANAGER (BICM):

1. Consulting with staff on possible referrals.
2. Training or assisting in the training of staff in data collection procedures, functional analysis and behavior intervention strategies.
3. Delegating and overseeing data collection, functional analysis, and intervention.
4. Monitoring timelines for the IEP at which the functional analysis assessment is presented.
5. Monitoring the implementation of the intervention strategies and the follow up meetings of the team.
6. Meeting with other case managers on a regularly scheduled basis.
7. Developing or assisting in the documentation of the intervention process.

#### BEHAVIOR INTERVENTION PLANNING TEAM:

The Charter SELPA recognizes that the IEP/Behavioral Intervention Planning Team may need to involve when appropriate, classroom aides, general education teachers, Charter LEA psychologists, lunchroom or playground supervisors, or other interested credentialed staff, in addition to the classroom teacher, the child's parents and the BICM. Active involvement of the site administrator may also be a critical factor in the program's success. A successful IEP team capitalizes on the experience and expertise of all its members.

#### 1. QUALIFICATIONS AND TRAINING

- a. Behavior Aides (under the direct supervision of professional staff)

- knowledge of introductory child development
  - training in positive behavioral interventions
  - understanding of individual differences and environmental effects on behavior
  - knowledge of and ability to apply acceptable emergency procedures according to direction, law, and SELPA policy and positive behavioral interventions
  - ability to relate positively to children
- b. Credentialed staff who could potentially be involved in supporting a student with a behavior plan (e.g., general education teachers or other credentialed staff)
- knowledge of child development
  - knowledge of individual differences, impact of medical, emotional and psychosocial factors on behavior and various teaching techniques to meet these differences
  - understanding of which emergency procedures are allowed by law
  - all of the above mentioned skills
- c. Credentialed staff that is supporting a student with a behavior plan (e.g., special education teachers, Charter LEA psychologists, program specialists or other interested credentialed staff):
- ability to define key concepts and components of behavioral intervention regulations
  - ability to give examples of good practice to each step in developing and implementing a behavioral intervention plan
  - ability to use key concepts to discuss student behavior
  - ability to demonstrate mastery of SELPA-approved emergency behavioral interventions
  - all of the above mentioned skills
- d. Credentialed staff directly responsible for implementing a behavior plan (e.g., special educators or other interested credentialed staff):
- completion of supervised experience in positive behavioral interventions with students with disabilities who exhibit maladaptive behaviors
  - ability to collaborate with all IEP team members in positive behavioral plan development and implementation
  - all of the above mentioned skills

## BEHAVIORAL EMERGENCY PROCEDURES

### 1. Definition of a Behavioral Emergency:

A behavioral emergency is the demonstration of a serious behavior problem:

- a) which has not previously been observed and for which an intervention plan has **not** been developed; or
- b) for which a previously designed behavioral intervention is not effective.

## 2. Emergency Behavioral Interventions:

Behavioral emergency interventions shall not be used as a substitute for behavioral intervention plans. (Title 5, Section 3052)

Emergency interventions may only be used to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual or others or serious property damage and which cannot be immediately prevented by a less restrictive response (Title 5, Section 3052).

The following emergency interventions, included in “management of assaultive behavior” training, are approved by the SELPA for use by CPI (Crisis Prevention Institute) trained staff only and may only be used as a *last resort when a person is a danger to self or others:*

- a) Use of CPI’s Personal Safety Techniques
- b) Nonviolent Physical Crisis Intervention and Team Intervention:
  - “children’s control position” for students who are considerably smaller than the staff person
  - “team control position” utilizing at least two team members
  - “transport position” utilizing at least two team members
  - “interim control position”
- c) **Prone restraints of any type are not approved by SELPA, and are not a part of CPI training.** Force shall never exceed what is reasonable and necessary under the circumstances, and the duration of the intervention shall not be longer than is necessary to contain the dangerous behavior.
- d) Emergency interventions **may not** include:
  - Any intervention that is likely to cause physical pain.
  - Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near a student’s face.
  - Any intervention that is used to subject, or likely to subject, the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause emotional trauma.
  - Physical intimidation or threats given verbally, physically, or through body language.
- e) Using any material or objects which simultaneously immobilize all hands and feet, except that techniques such as prone containment may be used as an emergency intervention by trained staff.
- f) Locked seclusion, or the isolation of an individual in a locked room as an emergency procedure.



- g) Locked time out.
- h) Face in lap, or similar positions.
- i) Any intervention that precludes adequate supervision of the individual.
- j) Any intervention which deprives the individual of one or more of his senses (facial screening, blindfolds, helmet, talk back, etc.)

### 3. Behavior Emergency Report

- a) Parents/guardians shall be notified within one school day whenever an emergency intervention is used that is defined above under approved emergency procedures. An [Emergency Behavior Intervention Reporting Form](#) shall immediately be completed and maintained in the student's file. The report shall include all of the following:
  - i. The name and age of the student.
  - ii. The setting and location of the incident.
  - iii. The name of the staff or other persons involved.
  - iv. A description of the incident and the emergency intervention.
  - v. A statement of whether the student is currently engaged in a systematic Behavior Intervention Plan.
  - vi. Details of any injuries sustained by the student or others, including staff, as a result of the incident.
- b) All Behavioral Emergency Reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator.
- c) Anytime a Behavioral Emergency Report is written regarding a student who does **not** have a behavior intervention plan, the designated responsible administrator shall, **within two days**, schedule an IEP team meeting to review the emergency report and decide if a functional analysis assessment and/or interim behavior intervention plan is needed. The IEP must document its reasons if it decides not to perform the functional analysis assessment or develop an interim plan.
- d) Anytime a Behavioral Emergency Report is written regarding a student who **has** a behavioral intervention plan, any incident involving a previously unseen, serious behavior problem or where a previously designed intervention is not effective, should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.
- e) Behavioral Emergency Report data shall be collected annually by the SELPA, and submitted to the California Department of Education and the Advisory Commission on Special Education.

## FEDERAL REQUIREMENTS FOR ADDRESSING BEHAVIOR IN STUDENTS WITH EXCEPTIONAL NEEDS

In addition to the State requirements for addressing severe behaviors, Federal law requires that Behavior Plans (Behavior Support Plans) be developed for students who evidence behaviors which “impede learning” and that a Functional Behavioral Assessment be conducted in response to certain disciplinary actions. Specifically, a Functional Behavioral Assessment is required any time suspensions are over 10 cumulative days or there is an involuntary change in placement.

Federal requirements are general: to conduct a Functional Behavioral Assessment and develop a Behavior Plan. This appropriately allows teams to develop assessment plans individualized to the student’s needs and functioning level and to conduct individualized assessment. Extensive materials are available on conducting “functional” behavioral assessment, but the basic assumption is that all behaviors occur within a particular context and serve a specific purpose. The only specific provided for in federal law is the definition of behavioral assessment as being “functional.” This means that IEP teams are charged with determining the **purpose** of the behavior.

Functional behavior assessment is considered to be a problem solving process. A variety of techniques and strategies are available to identify the purpose of the behavior, but unlike the California State Title V requirements that specify all the elements that must be present in a Functional Analysis Assessment, professionals make this determination based on individual student needs. Variables that will affect the choice of methods and sources used may include the functioning level of the student, including the student’s ability to self-report and degree of self-awareness, the frequency and severity of the behavior, the history of the behavior and the circumstances under which the behavior is observed.

Educators are required to address behaviors that interfere with the student’s learning or the learning of others, to identify these problems early and to intervene appropriately. In most instances, there is in fact a pattern of behavior that lends itself to functional assessment. However, functional assessment is more problematic when an isolated behavior results in a disciplinary action, thereby triggering the requirement for Functional Behavioral Assessment. In these instances, where additional behaviors have not been observed that interfere with learning, the resulting Behavior Plans may identify supports and services that target the skill deficits or address larger social deficits. Replacement behaviors are considered only in the abstract, and may be addressed in the context of skill building or self-management training (anger management training, substance abuse programs, etc).

Functional Behavioral Assessments and Behavior Plans may vary significantly in style and content. The following are critical elements that should be addressed when conducting a Behavioral Assessment and developing a Behavior Plan:

1. Was the assessment individualized based on student need?
2. Were multiple sources and methods used to gather information?
3. Was the information analyzed to determine if patterns of behavior are present?

4. Was an attempt made to identify the function of the behavior?
5. Was a replacement behavior identified, *if appropriate*?
6. Does the proposed BP address both the source of the problem and the problem itself?
7. Does the BP identify a variety of strategies and supports?
8. Does the BP emphasize the development of positive behaviors?
9. Are the interventions appropriate to the developmental levels of the student? (including cognitive development, communication ability and emotional functioning).

## OVERVIEW OF DIFFERENCES BETWEEN FAA and FBA

(The Differences between State and Federal Requirements for Behavior Assessment and Planning)

At the present time, there appears to be some confusion regarding the use of the terms Functional Analysis Assessment (FAA) and Functional Behavioral Assessment (FBA). Both types of assessments are based on determining the **function** of a behavior with the goal of using this information to develop appropriate behavior plans. However, they are very different types of assessments, with one (FAA) being highly prescribed and regulated primarily for use with severely disabled students (California Hughes Bill) and the other (FBA) being a requirement for addressing behaviors in a disciplinary context.

The specific requirements for conducting Functional Analysis Assessment (FAA) were developed and signed into law in California in 1990 in the context of addressing the appropriate treatment of students with severe disabilities in educational settings. An FAA is appropriate for students with severe disabilities who evidence serious behavior problems and students who exhibit a pattern of maladaptive behavior that has been resistant to other behavioral interventions.

Federal law does not specify any requirements for conducting Functional Behavioral Assessments (FBA). Under Federal law, behavioral assessment could appropriately consist of a record review, interview or direct observation. When behavioral assessment is being conducted in a disciplinary context, the specific behavior may have occurred only once. The function of the behavior is likely to be established as part of a retrospective analysis. In most cases it is not possible to satisfy the requirements for conducting a Functional Analysis Assessment with behaviors that occur infrequently, such as bringing drugs or weapons to Charter LEA/school.

## POSITIVE BEHAVIOR SUPPORT PLANS

Current Federal and State Law require LEAs to develop Positive Behavior Support Plans (PBSP) as a preventative intervention for students who begin to evidence behavior that is impeding the learning of self or others. These PBSPs can and should be developed as part of General Education interventions before a student is referred for special education. If an IEP is developed

for a student, the need for possible Positive Behavioral Interventions must be addressed in the IEP. ([CFR 300.324](#))

\*It is the recommendation of the El Dorado County **Charter** SELPA that IEP Teams utilize the Positive Behavior Support Planning materials developed by PENT to guide development of an effective positive behavior support plan.

## CHAPTER 6 APPENDIX

# Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior

## Coversheet for FAA & PBIP Development - Section 1 of 4

### I. Demographics:

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age \_\_\_\_\_  
Current School \_\_\_\_\_ Current Teacher(s) \_\_\_\_\_  
Current Class Placement(s) \_\_\_\_\_ Handicapping Condition(s) \_\_\_\_\_

### THE POSITIVE BEHAVIORAL INTERVENTION PLAN PROCESS AND CONTENT

#### II. Step One:

If a student with an IEP has behavior that meets the California Education Code's definition of "serious behavior," for which other interventions specified in the IEP have been ineffective, that team will expand to include a Behavior Intervention Case Manager's (BICM) designated by the SELPA as having sufficient training in positive behavioral interventions. The BICM assists the team in developing a positive behavioral intervention plan based on a functional analysis assessment.

Serious behavior as defined in California Education Code is: (check one and define)

- ☐ Assaultive \_\_\_\_\_
- ☐ Self-injurious \_\_\_\_\_
- ☐ Serious property damage \_\_\_\_\_
- ☐ Other pervasive maladaptive behavior \_\_\_\_\_

Step One Results: IEP team date when BICM services were determined to be required \_\_\_\_\_

Behavior Intervention Case Manager appointed: \_\_\_\_\_

#### III. Step Two:

The BICM, at the request of the IEP Team, will conduct or supervise the conducting of a Functional Analysis assessment (FAA) and report back to the team. An FAA consists of documenting methods of data collection (Section 2) combined with observation and analysis summaries shown on sections of the BSP (Section 3).

Step Two Results: FAA was conducted: Date(s) \_\_\_\_\_

#### IV. Step Three:

The IEP team, including the BICM, reconvenes to determine if a positive behavioral intervention plan is required. The BICM presents the FAA Data Collection during FAA (Section 2) and the Observation & Analysis section of the Core Behavior Plan (portions of Section 3). If a plan is to be developed, the team then develops the interventions portion of PBIP Core Plan (Section 3) and the data collection that shall occur during the plan's implementation (Section 4).

Step Three Results: IEP team met to consider developing a positive behavioral intervention plan Date(s) \_\_\_\_\_

If PBIP was developed, next IEP team review PBIP date \_\_\_\_\_

For additional review dates if plan is ineffective, see PBIP Data Collection Form (Section 4).

**Summary:** At the conclusion of these steps, a decision about developing a behavior plan will have been made. If the IEP team concludes the student does NOT have serious behavior, but does have "behavior interfering with learning," a behavior support plan (BSP) may be suggested by any member of the IEP team to specify positive behavioral interventions and supports. This BSP does not require the addition of the BICM, nor the use of the supplementary forms. If the IEP team determines the behavior is serious and has not responded to lesser interventions, a Positive Behavioral Intervention Plan containing all four sections is required.

**Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior**

Data Collection during Function Analysis for "Serious Behavior," CA Ed. Code - Section 2 of 4

**SUMMARY OF DATA COLLECTION PRIOR TO POSITIVE BEHAVIORAL INTERVENTION PLAN DEVELOPMENT**

**I. Demographics:**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date of Report: \_\_\_\_\_  
Developmental/cognitive ability range: \_\_\_\_\_  
Communication skills: \_\_\_\_\_

**II. IEP Team Documentation: All four conditions have been met prior to assessment**

- ☐ Student has an IEP
- ☐ IEP team has determined instructional/behavioral approaches in IEP are ineffective
- ☐ Behavior is "serious" by Ca. Ed. Code definition
  - ☐ self-injurious ☐ assaultive ☐ serious property damage ☐ other pervasive, maladaptive
- ☐ Parent has signed assessment plan for this functional analysis assessment  
Date: \_\_\_\_\_

**III. Behavior Intervention Case Manager Assigned by IEP Team**

(This analysis may only be conducted by or supervised by a BICM that has been specifically authorized to perform this function by the SELPA.)  
BICM completing this report: \_\_\_\_\_

**IV. Documentation: All three required data collection methods were conducted or supervised by the BICM**

- A. Interview(s) with: \_\_\_\_\_
- B. Direct observation(s) to determine relationship of behavior to antecedents and consequences conducted on Date(s): \_\_\_\_\_ Location(s): \_\_\_\_\_
- C. Review of data (check all that apply) and summarize:
  - ☐ Previous assessments \_\_\_\_\_
  - ☐ Discipline records \_\_\_\_\_
  - ☐ Classroom behavioral data \_\_\_\_\_
  - ☐ Reports from other settings \_\_\_\_\_

**V. Additional Baseline Data Analysis (all areas below are required)**

Method of systematically gathering data on antecedents/consequences (BICM must specify):

- ☐ Using Functional Observation Form (see attached) \_\_\_\_\_
- ☐ Using other data collection form (see attached) \_\_\_\_\_
- ☐ Other (describe) \_\_\_\_\_

**VI. Sources of Information from a variety of sources, including caregiver/parent**

- ☐ parent(s) \_\_\_\_\_ ☐ other family members \_\_\_\_\_
- ☐ teacher(s) \_\_\_\_\_ ☐ former staff/teachers \_\_\_\_\_
- ☐ staff \_\_\_\_\_ ☐ other \_\_\_\_\_

**Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior**

**VII. Targeted Behaviors**

A. **Frequency, Intensity, Duration** of targeted behavior was determined across all required components:

- ☐ activities (specify): \_\_\_\_\_
- ☐ settings (specify): \_\_\_\_\_
- ☐ people present (specify): \_\_\_\_\_
- ☐ times of day (specify): \_\_\_\_\_
- ☐ summary: \_\_\_\_\_
- frequency: \_\_\_\_\_ intensity: \_\_\_\_\_ duration: \_\_\_\_\_

B. **Rate of occurrence of targeted (problem) behavior:** \_\_\_\_\_

- i. Associated antecedents and consequences: \_\_\_\_\_
- ii. All settings in which problem behavior occurs: \_\_\_\_\_

**VIII. Alternative Behaviors**

Rate of occurrence of alternative behavior: \_\_\_\_\_  
Associated antecedents and consequences: \_\_\_\_\_

**IX. Additional Requirement: Analysis of history of behavior and effectiveness of previous interventions (gathered through review records, verbal reports)**

- ☐ INEFFECTIVE previous interventions include: \_\_\_\_\_
- ☐ EFFECTIVE previous interventions include: \_\_\_\_\_

**X. Additional Requirement: Review of records for health and medical factors which may influence behavior**

(Consider medication effects, sleep difficulties, health, diet, behavioral correlates of specific disabilities, etc.) Findings to consider: \_\_\_\_\_

**XI. Conclusion: Positive Behavioral intervention Plan Necessity (Both criteria must be met)**

- ☐ Student exhibits a serious behavior problem
- ☐ This behavior problem significantly interferes with the implementation of the goals and objectives of the student's IEP.

**XII. Conclusion: BICM recommendations for IEP team consideration**

*Choose one finding:*

- ☐ Develop a positive behavioral intervention plan based on the Functional Analysis Assessment (The complete positive behavior intervention plan includes 4 sections: 1) coversheet that establishes the need for PBIP; 2) this form which documents data collection procedures and BICM and subsequent IEP team recommendations; 3) the core behavior plan developed by the IEP team; 4) additional requirements during implementation of plan. A PBIP must include all four sections.)
- ☐ No PBIP required, Develop BSP
- ☐ No plan required
- Rationale for recommendation: \_\_\_\_\_



# Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide

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## Positive Behavioral Intervention Plan - SECTION 3 OF 4

*For Serious Behavior that has not responded to interventions previously specified in the IEP*

This PBIP is a part of this student's IEP. The IEP team developed it based on data conducted or supervised by a BICM (see Section 2).

Student Name  Today's Date  Next Review Date

1. The behavior impeding learning is (describe what it looks like)
2. It impedes learning because
3. The need for a Positive Behavioral Intervention Plan ☐ serious ☐ extreme
4. Frequency or intensity or duration of behavior   
☐ reported by  and/or ☐ observed by

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

<b>Observation &amp; Analysis</b>	<p><b>What are the predictors for the behavior?</b> (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p>5. <input type="text"/></p> <p><b>What supports the student using the problem behavior?</b> (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p> <p>6. <input type="text"/></p>
-----------------------------------	---

<b>Intervention</b>	<p style="text-align: center;"><b>Remove student's need to use the problem behavior</b></p> <p><b>What environmental changes, structure and supports are needed to remove the student's need to use this behavior?</b> (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p>7. <input type="text"/></p> <p>Who will establish? <input type="text"/> Who will monitor? <input type="text"/> Frequency? <input type="text"/></p>
---------------------	--

### ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

<b>Observation &amp; Analysis</b>	<p><b>Team believes the behavior occurs because:</b> (Function of behavior in terms of getting, protest, or avoiding something)</p> <p>8. <input type="text"/></p> <p style="text-align: center;"><b>Accept a replacement behavior that meets same need</b></p> <p><b>What team believes the student should do INSTEAD of the problem behavior?</b> (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)</p> <p>9. <input type="text"/></p>
-----------------------------------	--

<b>Intervention</b>	<p><b>What teaching Strategies/Necessary Curriculum/Materials are needed?</b> (List successive teaching steps for student to learn replacement behavior/s)</p> <p>10. <input type="text"/></p> <p>Who will establish? <input type="text"/> Who will monitor? <input type="text"/> Frequency? <input type="text"/></p>
---------------------	---

<b>Intervention</b>	<p><b>What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</b></p> <p>11. <input type="text"/></p> <p>Selection of reinforcer based on: <input type="text"/></p> <p><input type="checkbox"/> reinforcer for using replacement behavior <input type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? <input type="text"/> Frequency? <input type="text"/></p>
---------------------	---

# Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior

## EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12.

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

## OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:

☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior

### Observation and Analysis Conclusion:

Are curriculum accommodations or modifications also necessary? Where described:	<input type="checkbox"/> yes <input type="checkbox"/> no
Are environmental supports/changes necessary?	<input type="checkbox"/> yes <input type="checkbox"/> no
Is reinforcement of replacement behavior alone enough (no new teaching is necessary)?	<input type="checkbox"/> yes <input type="checkbox"/> no
Are both teaching of new replacement behavior AND reinforcement needed?	<input type="checkbox"/> yes <input type="checkbox"/> no
This PBIP to be coordinated with other agency's service plans?	<input type="checkbox"/> yes <input type="checkbox"/> no
Person responsible for contact between agencies	<input type="checkbox"/> yes <input type="checkbox"/> no

# Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior

## COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication



## PARTICIPATION PART VI: PARTICIPANT'S IN PLAN DEVELOPMENT

- ☐ Student
- ☐ Parent/Guardian
- ☐ Parent/Guardian
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Administrator
- ☐ Other
- ☐ Other

**Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior**

**Data Collection during PBIP for "Serious Behavior," CA Ed. Code - Section 4 of 4**

**POSITIVE BEHAVIORAL INTERVENTION PLAN ADDITIONAL REQUIREMENTS DURING IMPLEMENTATION OF PLAN**

*For a complete PBIP document for "serious behavior," include coversheet (Section 1), data collection during functional assessment (Section 2), the core behavior plan (Section 3), and this form (Section 4).*

**I. Additional Requirement: Specified data collection during behavior intervention plan implementation**

*(All components must be specified)*

**A. Schedules for recording the frequency of the use of the interventions**

- How often:
- By whom:
- Method of recording:

**B. Schedules for recording frequency of targeted (problem) behavior**

- How often:
- By whom:
- Method of recording:

**C. Schedules for recording frequency of replacement behaviors**

- How often:
- By whom:
- Method of recording:

**D. Criteria for discontinuing the use of the interventions:**

- ☐ **If ineffective**, discontinuation criteria and next steps:  
If  (condition),  
then  (next steps).
- ☐ **If alternative interventions required**, discontinuation criteria and next steps:  
If  (condition),  
then  (next steps).

**II. Additional Requirement: Evaluation of program effectiveness-personnel, frequency, method, data to evaluate**

**A. Designated Frequency** of scheduled intervals to evaluate the behavior plan determined by IEP team:

- Daily:
- Weekly:
- Monthly:
- Report card periods:
- Other:

**Positive Behavioral Intervention Plan for Severe Behavior: Self-Injurious, Assaultive, Serious Property Damage, and other Pervasive, Maladaptive Behavior**

**B. Program Effectiveness Conducted** between/by: (teacher, BICM, parent(s), other(s): (Specify)

**C. Designated Method** of conducting program effectiveness review:

- Meetings at (location/times):
- Telephone conferences (times):
- Email (time sent):
- Other:

**D. Data to Evaluate:** measures of frequency, duration and intensity of targeted behavior to be evaluated by comparison with baseline

**III. Modifications without IEP Team meeting**

Minor modifications may be made by BICM or qualified designee if parent is notified of the need and reviews evaluation data prior to changes.

A. Parent notified of right to question any modification through IEP procedures

B. Anticipated changes include increasing and decreasing (Check all that apply)

- ☐ Frequency of reinforcement
- ☐ Prompting of alternative behavior
- ☐ Frequency of teaching of new behavior
- ☐ Environmental structure

**IV. Other settings receiving copies of this plan**

A. Notification only. Setting(s):

B. Implement across setting(s):

Personnel responsible for implementing in other sites include:

# Behavior Support Plan

*Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide*

NOT FOR DISPLAY - FOR TEACHER/STAFF USE ONLY

## BEHAVIOR SUPPORT PLAN

*For Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

This BSP attaches to: ☐ IEP date: ☐ 504 plan date: ☐ Team meeting date:

Student Name

Today's Date

Next Review Date

1. The behavior impeding learning is *(describe what it looks like)*
2. It impedes learning because
3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme
4. Frequency or intensity or duration of behavior  
☐ reported by ☐ and/or ☐ observed by

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? *(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)*

5.

What supports the student using the problem behavior? *(What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)*

6.

Intervention

Remove student's need to use the problem behavior

What environmental changes, structure and supports are needed to remove the student's need to use this behavior?  
*(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)*

7.

Who will establish?

Who will monitor?

Frequency?

# Behavior Support Plan

**ALTERNATIVES** PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

### Observation & Analysis

**Team believes the behavior occurs because:** *(Function of behavior in terms of getting, protest, or avoiding something)*

8.

**Accept a replacement behavior that meets same need**

What team believes the student should do **INSTEAD** of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

9.

Intervention

**What teaching Strategies/Necessary Curriculum/Materials are needed?** *(List successive teaching steps for student to learn replacement behavior/s)*

10.

Who will establish?

Who will monitor?

Frequency?

Intervention

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11.

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior    ☐ reinforcer for general increase in positive behaviors

By whom?

Frequency?



# Behavior Support Plan

## EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

**12.**

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends

*Optional:*

4. Any necessary further classroom or school consequences

Personnel?



# Behavior Support Plan

## OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

**13.**

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:

☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior

### Observation and Analysis Conclusion:

Are curriculum accommodations or modifications also necessary? Where described: ..... ☐ yes ☐ no

Are environmental supports/changes necessary? ..... ☐ yes ☐ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☐ no

Are both teaching of new replacement behavior AND reinforcement needed? ..... ☐ yes ☐ no

This BSP to be coordinated with other agency's service plans? ..... ☐ yes ☐ no

Person responsible for contact between agencies ..... ☐ yes ☐ no

# Behavior Support Plan

## COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

## PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- ☐ Student
- ☐ Parent/Guardian
- ☐ Parent/Guardian
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Administrator
- ☐ Other
- ☐ Other

## **CHAPTER 7**

# **TRAINING VIDEOS**

#### ASSESSMENT PLAN/PRIOR WRITTEN NOTICE FORM

Control+Click [here](#) to watch a training video to learn how to fill out an Assessment Plan and Prior Written Notice form.

#### PRIOR WRITTEN NOTICE AND REVOCATION OF CONSENT

Control+Click [here](#) to watch a training video to learn how and when to fill out a Prior Written Notice and Revocation on Consent form.

#### EXTENDED SCHOOL YEAR

Control+Click [here](#) to watch a training video on defining Extended School Year.

#### PARENT PARTICIPATION IN THE IEP PROCESS

Control+Click [here](#) to watch a training video to learn how to encourage parent participation in the IEP process.

#### WRITING MEASURABLE GOALS

Control+Click [here](#) to watch a training video to learn how to write measureable goals.

#### IEP MEETING NOTICE

Control+Click [here](#) to watch a training video to learn how to fill out a Meeting Notice form.

#### REQUESTING STUDENT RECORDS

Control+Click [here](#) to watch a training video to learn about students' educational records and how to request student records from the prior district.

#### SPECIAL EDUCATION TIMELINE

Control+Click [here](#) to watch a training video on Special Education Timelines.

# **CHAPTER 8**

## **MISCELLANEOUS**

## SPECIAL EDUCATION TRANSPORTATION

The IEP team for any special education student must clearly specify how the child's transportation needs will be met. Transportation may be a required service if it is needed in order for the child to receive a free and appropriate public education. Therefore, IEP teams should consider the disability of each individual student, the need for a student to participate with non-disabled peers to the extent possible, and the student's safety when recommending one of several different transportation options.

1. The student, though enrolled in a Special Education program, is attending his/her neighborhood school. The IEP team determines that no special transportation is required. This student would be treated as a regular student for transportation purposes and would either walk or take district bus transportation to their school. Regular bus transportation would include walking to and waiting at a designated bus stop.

IEP documentation: The notes of the IEP should reflect discussion regarding transportation needs and the finding that specialized transportation is not required.

2. If specialized transportation is required in order for the student to receive an appropriate education, the following options should be discussed by the IEP team:

- a) The disability of the student does not significantly interfere with locomotion or judgment. The IEP team determines that the student could safely walk to the end of a driveway or to some other designated and approved bus stop to wait for transportation.
- b) The disability of the student is such that door to door transportation is required in order for the student to receive an appropriate education.

IEP documentation: The IEP team shall document that transportation will be required. Notes of the meeting should reflect discussion.

# SPECIAL EDUCATION TRANSPORTATION GUIDELINES

Guidelines for use by Individualized Education Program (IEP) Teams when determining required transportation services.

*California Education Code (EC)* citations, including Code content, and *Code of Federal Regulations (CFR)* citations have been updated to reflect changes since October 18, 1993. Changes made in October 2002, are noted by italics.

## Preface

EC Section 41851.2 (Assembly Bill 876 [Canella], Chapter 283, Statutes of 1991) required the State Superintendent of Public Instruction (SSPI) to develop special education transportation guidelines for use by individualized education program (IEP) teams that clarify when special education services are required.

The State Board of Education, Advisory Commission on Special Education, Special Education Local Plan Area (SELPA) Administrators, Special Education Administrators of County Offices (SEACO), Protection & Advocacy, Inc., Team of Advocates for Special Kids (TASK), school districts, County Offices of Education (COE), transportation offices, California Department of Education staff and other interested parties provided valuable contributions to the development of the 1993 Guidelines For Use By Individualized Education Program (IEP) Teams When Determining Required Transportation Services.

The guidelines should be utilized to plan and implement transportation services to pupils that require this service to benefit from special education instruction and/or related services.

## Introduction

*EC* Section 56040 states: "Every individual with exceptional needs, who is eligible to receive educational instruction, related services, or both *under this part* [ Part 30 ] shall receive such educational instruction, services, or both, at no cost to his or her parents or, as appropriate, to him or her." Special education transportation is defined in federal regulation (34 *CFR*. Section 300.24 ) as a related service. Transportation is required to be provided if it is necessary for the student to benefit from special education instruction. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education.

*EC* Section 41851.2 (Assembly Bill 876 (Canella), Chapter 283, Statutes of 1991) required that the SSPI develop special education transportation guidelines for use by IEP teams that clarify "when special education services, as defined by *Education Code* Section 41850, are required." *EC* 41850(d) defines "special education transportation" as:

"The transportation of severely disabled *special day class* pupils, and orthopedically impaired pupils who require a vehicle with a wheelchair lift, who received transportation in the prior fiscal year, as specified in their individualized education program.

“A vehicle that was used to transport special education pupils.”

*EC* 41850(b) (5) defines “home-to-school transportation services” for pupils with exceptional needs as:

“The transportation of individuals with exceptional needs as specified in their individualized education programs, who do not receive special education transportation as defined in subdivision (d)”

Examples that IEP teams may consider under *EC* 41850(b) include pupils with severe disabilities who are not placed in special day classes or otherwise enrolled in programs serving pupils with profound disabilities, pupils with orthopedic disabilities who do not use wheelchairs or require lifts, students beginning special education who did not receive transportation under an IEP in the prior fiscal year, pupils with other health impairments, learning disabilities or other cognitive disabilities, or pupils who live beyond reasonable distance to their school and would not, without transportation, have access to appropriate special education instruction and related services at no cost.

## CONSIDERATIONS FOR USE BY LOCAL EDUCATION AGENCIES, SPECIAL EDUCATION LOCAL PLAN AREAS, COUNTY OFFICES OF EDUCATION AND/OR TRANSPORTATION COOPERATIVES

It is recommended that these issues and concepts be taken under consideration by all LEAs, SELPAs, COEs and/or transportation cooperatives that provide any special education transportation in preparation for organizing a transportation system and providing services that will allow for students' placement in the least restrictive environment while also allowing for the most cost-effective special education transportation system.

### Transportation Policies

Each LEA providing special education is required to adopt policies for the programs and services it operates, consistent with agreements with other districts or county offices and/or agreements stated as part of the local plan for special education (*EC* 56195.8 ). These policies describe how special education transportation is coordinated with regular home-to-school transportation and set forth criteria for meeting the transportation needs of pupils receiving special education (*EC* 56195.8(b)(5)). It is recommended these policies focus upon pupil needs as the primary consideration for determining transportation services and that these policies also address the needs of pupils who may be eligible for transportation services as required by the Rehabilitation Act of 1973, Section 504.

### Delivery of Services

Districts/SELPA/COEs responsible for implementation of IEPs should be knowledgeable of transportation policies and/or procedures that address the responsibilities of the IEP team in regard to transportation and the delivery of services to eligible students in their least restrictive environment.



This includes consideration of services that are provided in the setting appropriate to the needs of the student at the pupil's neighborhood school, or within the district or SELPA; regional and/or magnet programs and services may also be appropriate to the needs of the pupil. Consideration should be taken regarding the effect that the location of a placement will have on the length of time that a student has to or from school each day. Placements should not be made solely on a "space available" basis. If a student is receiving services outside of his/her residence area, the placement should be reviewed at least annually in order to determine if a placement closer to the student's residence would be appropriate.

#### Location of Programs, Placement of Pupils

The efficiency of a transportation system for special education is partially dependent on the location of the program sites and the placements of students. A demographic and geographic review that analyzes the present locations of programs, program needs, and population served should take place. Program service regions with clearly defined service areas can then be established, using residence areas of the neighborhood schools. While this also involves the issue of available facilities, a mission statement and policies developed by the agency may promote the comprehensive commitment to all pupils and the acceptance of pupils with exceptional needs in a broad variety of settings.

#### Additional Policy Considerations

Other subjects that need policy and procedure directives may include control of pupil medicine transported between home and school on a vehicle; student suspension; physical intervention and management; authority to use special harnesses, vest, and belts; early closing of school due to inclement weather or other emergencies; authority to operate special equipment; when no adult is home to receive pupils; when and how to involve community emergency medical and/or law enforcement personnel; use of mobility aides; control and management of confidential information; use of bus aides; and other.

#### Coordination of Calendars and Schedules

Coordination of student attendance calendars at all school sites that provide special education services is necessary to fully utilize transportation services and to minimize the number of required days of transportation service.

In unified districts, multi-track districts, multi-district SELPAs, COEs and/or in transportation cooperatives, standardization of calendars should include the coordination of starting and ending dates of school years, bell schedules (starting and ending times), vacation/intersession breaks, staff development days (School Improvement Program, School Based Coordinated Program, other), minimum day schedules, etc. This coordination should be done so that all significant transportation implications are addressed and transportation resources are effectively utilized.

#### Length of School Day, Related Services, Extracurricular Events

It should be noted that the use of alternative starting times for all special education students at a site can lead to program compliance concerns. Pupils receiving special education and related services must be provided with an educational program in accordance with their IEP for at least the same length of time as the regular school day for their chronological peer group, unless

otherwise stated in a student's IEP. In addition, there may be occasions where the needs of the pupil require receiving therapy or some other related service that cannot be provided during the “established” school day. If provisions for “early” or “late” transportation are made for pupils within the general education program due to extracurricular events, provisions for equal opportunity to these events for pupils with exceptional needs who require special transportation must also be made.

#### Use of Policy and Resource Information

An overview of all available transportation resources should be provided to all administrators, IEP team leaders/case managers or chairpersons and other IEP team members who are authorized to recommend the type of special education service and the location where the service will be provided.

## GUIDELINES FOR USE BY THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

#### Local Education Agency Rules and Policies

All pupils, including those receiving specialized instruction and services, are subject to the rules and policies governing regular transportation offerings within the local education agency, unless the specific needs of the eligible pupil or the location of the special education program/service dictate that special education transportation is required.

#### Primary Consideration: Pupil Needs

The specific needs of the pupil must be the primary consideration when an IEP team is determining any transportation needs. These may include, but are not limited to:

1. Medical diagnosis and health needs consideration of whether long bus rides could affect a certain pupil's health (duration, temperature control, need for services, health emergencies); general ability and/or strength to ambulate/wheel; approximate distance from school or the distance needed to walk or wheel oneself to the school; consideration of pupil needs in inclement or very hot weather, other.
2. Physical accessibility of curbs, sidewalks, streets, and public transportation systems.
3. Pupil capacity consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school.
4. *Behavioral* Intervention Plans (Title 5, *CCR* 3001 (f)) specified by the pupil's IEP and consideration of how to implement such plans while a pupil is being transported.
5. Other transportation needs mid-day or other transportation needs as required on a pupil's IEP (for example, occupational or physical therapy or mental health services at another site, community based classes, etc.) must also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs.

### Transportation Staff and IEP Team Meetings

Effective practice requires that procedures are developed for communication with transportation personnel and that transportation staff are present at IEP team meetings when the pupil needs the use of adaptive or assistive equipment, when school bus equipment is required to be modified, when the pupil exhibits severe behavioral difficulties and a behavior intervention plan is to be implemented, when the pupil is medically fragile and requires special assistance, and/or when the pupil has other unique needs.

### Transportation Options

Considering the identified needs of the pupil, transportation options may include, but not be limited to: walking, riding the regular school bus, utilizing available public transportation (any out-of-pocket costs to the pupil or parents are reimbursed by the local education agency), riding a special bus from a pick up point, and portal-to-portal special education transportation via a school bus, taxi, reimbursed parent's driving with a parent's voluntary participation, or other mode as determined by the IEP team. When developing specific IEP goals and objectives related to the pupil's use of public transportation, the IEP team may wish to consider a blend of transportation services as the pupil's needs evolve. Specialized transportation as a related service must be written on the pupil's IEP with specificity and should be approved by the transportation administrator. It is recommended that services be described in sufficient enough detail to inform the parties of how, when and from where to where transportation will be provided and, where arrangements for the reimbursement of parents are required, the amount and frequency of reimbursement.

### Suspension from the School Bus

Occasionally pupils receiving special education services are suspended from bus transportation (*EC* 48900-48900.7, Grounds for Suspension). The suspension of a pupil receiving special education services from California transportation can constitute a significant change of placement if the district: 1) has been transporting the student; 2) suspends the student from transportation as a disciplinary measure; and 3) does not provide another mode of transportation (Office of Civil Rights, Letter of Finding Complaint No. 04-89-1236, December 8, 1989).

A significant change in placement requires a meeting of the IEP team to review the pupil's IEP. During the period of any exclusion from bus transportation, pupils must be provided with an alternative form of transportation at no cost to the pupil or parent in order to be assured of having access to the required special education instruction and services (*EC* 48915.5).

*EC 48915.5(j) reads: "If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent." (Effective through 12/31/2002.)*

*EC 48915.5(c) reads: "If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent or guardian provided that transportation is specified in the pupil's individualized education program." (AB 1859, Chapter 492, Statutes of 2002. Effective 01/01/2003.)*

### Summary

The LEA providing special education is required to adopt policies for the programs and services it operates, consistent with agreements with other districts or county offices stated as part of the local plan for special education. These policies describe how special education transportation is coordinated with regular home-to-school transportation and set forth criteria that are consistent with these Guidelines for meeting the transportation needs of pupils receiving special education. These policies and an overview of all available transportation resources should be provided to all administrators, IEP team leaders/case managers/chairpersons and other IEP team members who are authorized to recommend the type of special education service and the location where the service will be provided.

The specific needs of the pupil must be the primary consideration when an IEP team is determining transportation services. It is often beneficial to have transportation staff present at IEP team meetings. The combination of planning and providing information to IEP teams maximizes appropriate placements and efficient cost-effective transportation systems.

### Notice

The guidance in the Special Education Transportation Guidelines is not binding on local education agencies (LEAs) or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the Guidelines are exemplary and compliance is not mandatory. [Education Code Section 33308.5]

Please direct questions to the Special Education Division's Focused Monitoring and Technical Assistance Consultant assigned to your county.



El Dorado County Charter SELPA

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# COMMUNITY ADVISORY COMMITTEE

El Dorado County Charter Special Education Local Plan Area (SELPA)  
[www.edcocharterselpa.org](http://www.edcocharterselpa.org)

Dr. Vicki L. Barber, Superintendent

David Toston, SELPA Executive Director  
Revised August 2012

# EL DORADO COUNTY CHARTER SELPA

## MISSION STATEMENT

The mission of the El Dorado County Charter SELPA is to provide quality leadership and support to El Dorado County Charter SELPA members, parents, and students by promoting and insuring delivery of services to maximize educational opportunities for children with special needs.

## Welcome

This handbook was originally created by the El Dorado County SELPA Community Advisory Committee (CAC). Our hope is that this handbook will serve as an informative resource for you. The goal of the CAC is to empower parents of special education students to become effective team members in their child's education through flexibility, collaboration, knowledge, and effective communication. Our goal is also to help parents of students with special needs serve as resources to others.

CAC primarily includes parents of special education students and community representatives from our local agencies. We provide training in law and issues surrounding special education. Members have been through many of the same emotions and circumstances that you, as a parent of a special education student, may face. Each local education agency (LEA) CAC representative volunteers his/her time and makes every effort to be available to parents. You may obtain your representative's name and phone number by contacting your charter school or the El Dorado County Charter SELPA at (530) 295-2462.

## Distribution Plan

It is the desire of the CAC to have this handbook available to parents. It is available to download on the Charter SELPA website. Charters may keep print copies available as well as copies on flash drives, if parents request this format. Flyers will be distributed at IEP meetings to inform parents of the handbook. The CAC is committed to evaluate and update this handbook as federal, state and local laws change.

## Advocacy

You may want support in your role as an IEP team member in planning your child's education. In addition to the Charter SELPA Director and Charter SELPA program specialists, parent members of the CAC may be able to offer advice and suggestions throughout the special education process. Parent members of the Charter SELPA's CAC are volunteers who have expressed an eagerness to assist you in finding answers to your questions and who support other parents who are new to the special education system.

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## Individuals with Disabilities Education Act (IDEA)

You, the parent, and your child have certain legal rights. IDEA is a federal law which mandates and affirms the right of all disabled children to a free appropriate public education (FAPE). The purposes of IDEA are to do the following:

- Ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
- Ensure that the rights of children with disabilities and parents of such children are protected;
- Assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- Assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- Ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- Assess and ensure the effectiveness of efforts to educate children with disabilities.

## Special Education Placement Process at a Glance

Special education services begin when an Individualized Education Program (IEP) team, including the parent(s), determines that a child is a “child with a disability” who “requires special education and services”. This team meeting is the result of multiple steps that precede it: (See sample letter that follows this section.)

- First, a teacher or a parent identifies that a student is experiencing difficulty in school.
- Second, a problem-solving team, including the parent, will convene to discuss the concern(s) and ways to address the student’s needs. This team may be called a Student Success Team (SST), a Student Study Team, a Child Study Team or an Intervention Team. The “SST” process is recommended in order to begin and document interventions and accommodations.
- One of the many options of a team like this is to gather further information, from recommending eye exams, to academic assessments, to a referral for an assessment to determine eligibility for special education services.

The team or a parent may submit a written referral for assessment to determine eligibility for special education program and services. The school has fifteen (15) calendar days from the date the school receives this written referral to present an assessment plan.

- If, in the future, a student is assessed for eligibility for special education, the IEP team must be able to document that interventions and accommodations have been attempted and are not adequate for the child’s success, as a condition of eligibility for special education.
- *Please note:* The Charter LEA does have the right to decline to assess, with valid reasons; but, in those rare circumstances, the Charter LEA must provide you with written notice of the decline and the reasons why.

A representative of the Charter LEA will contact you to review the proposed assessment plan and secure your signature. The school has sixty (60) calendar days (excluding school breaks of more than five (5) school days) from the time of signed parent consent for assessment, to complete assessments, prepare assessment reports, schedule and hold the next IEP team meeting.

IEP team membership must include: parent, administrator, special education teacher, and a general education teacher. When appropriate, the IEP team will include the student, additional specialists, teachers, or people with knowledge of the student.

An IEP team meeting will be held. The IEP team will determine if the student is eligible for special education programs and services. If the student is eligible, the IEP team will develop goals and objectives and determine appropriate services and placement.

Prior to the IEP meeting, the Charter SELPA suggests that parents make a written request for the assessment results and other information pertinent to the IEP. This will give you the opportunity to read all the documents carefully and prepare questions you may have. Services will begin on the date designated in the IEP but only after the IEP is signed by you.

## Response to Intervention (RtI)

The special education category of “**specific learning disability**” appeared in law in 1975 with the passage of PL 94-142, the Education for all Handicapped Children Act, after years of debate by special education advocacy groups, researchers, parents and federal and state level governmental agencies. Although the eligibility category was added to the law, the requirements for eligibility under this category have differed markedly from state to state. Because a severe discrepancy between ability and achievement had to be demonstrated in order to qualify, struggling students very often had to “wait to fail” before being given assistance with learning problems.

As a result of decades of research and collaboration amongst all interested educators, legislators and parents, the most recent reauthorization of the Individuals with Disabilities Education Improvement Act has changed the eligibility requirements to allow for a method of providing services early to students who need help as an intervention before special education is considered, and to making “Response to Intervention” one of the tools for evaluating and qualifying students for special education services.

IDEIA, 2004, does not specifically use the words, “Response to Intervention” in its reference to eligibility assessments for Specific Learning Disability. It refers instead to response to “scientific, research-based interventions” in its explanation of the process. A comprehensive, yet succinct definition of RtI is taken from the National Association of State Directors of Special Education (NASDE) publication of 2005 as quoted below:

“Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.” \*\*

It should be stressed that the focus of the new law is on the *general education program*; it was designed to circumvent the “wait to fail” model of getting help to students. Each school site’s RtI model will be different, depending on the resources and personnel that are available at each charter. Please contact your charter LEA for additional information on RtI.

\*\* Batsche, G., Elliott, J., Graden, J.L., Grimes, J., Kovalski, J.F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

## Referral for SST or Assessment to Determine Eligibility

“Referral” is a term used broadly for many purposes. Parents, teachers, counselors, principals, school nurses, or other persons who have an interest in the child’s welfare can make referrals to a Student Success/Study Team. Written notice of referral by school personnel will be sent to parents.

An SST team consists of the parents and school staff familiar with the child. As a reminder, you may invite someone to attend the meeting with you, such as CAC representative or other support person. A referral to a Student Study Team is usually the first step when a teacher or parent has concerns about a child’s learning needs. This allows a team to develop accommodations, interventions, supports and resources to support the student in the general education classroom. Parents have the right and are encouraged to make referrals to their Charter LEA staff for assessment of their child’s possible needs, when a disability is suspected. Please note: Formal assessment cannot be conducted without the parent’s written permission.

If you would like to refer your child to the Student Study Team, please write a specific request to the attention of your child’s principal, teacher or the Charter Special Education Administrator, asking for a Student Study Team meeting (see sample letter on page 11). Or, if you suspect a disability, you may write a letter requesting that a referral to assess for eligibility for special education services be initiated, including your reasons why you suspect that your child may have a disability. Keep a copy of the request for your child’s records (see the sample request for referral for assessment on page 12).

Once a written request for assessment for eligibility of special education has been provided to the Charter LEA, the school has 15 (fifteen) calendar days to present an Assessment Plan for parent’s approval and signature.

In order to be eligible under IDEA, a student must be identified and meet criteria as:

- a. Autistic
- b. Deaf
- c. Deaf/Blind
- d. Emotional Disturbance
- e. Visual Impairment
- f. Hearing Impaired
- g. Language/Speech Impairment
- h. Intellectual Disability
- i. Multiple Disabilities
- j. Orthopedic Impairment
- k. Other Health Impaired
- l. Specific Learning Disability
- m. Traumatic Brain Injury

In addition, the team must determine that the student requires special education services in order to receive educational benefit.

## Section 504

Section 504 is the section of the Rehabilitation Act of 1973, which applies to persons with physical or mental impairments. It is a civil rights act, which protects the civil and constitutional rights of persons with disabilities. It states that no person with a disability can be excluded from or denied benefits of any program receiving or benefiting from federal financial assistance.

### Definition of Disability

A person is considered disabled within the definition of Section 504 if he or she:

- has a mental or physical impairment which substantially limits one or more of such person's major life activities
- has a history of such impairments; or
- is regarded as having such an impairment

School staff should consider the potential existence of disability and possible Section 504 protection if the student has been diagnosed, for example, with:

- HIV
- ADHD
- Communicable diseases
- Blood/sugar disorders
- Heart malfunctions

### Definition of Major Life Activity

"Major life activities" include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, *learning*, and working. When a condition does not substantially limit a major life activity, the individual does not qualify for a Section 504 plan.

### Charter LEA Responsibility

If a Charter LEA has reason to believe that, because of an impairment as defined under Section 504, a student needs special accommodations or services in the general education setting in order to participate in the school program, the district must evaluate the student. If it is determined that a student is disabled under Section 504, the Charter LEA must develop and implement the delivery of all needed services and/or accommodations. Section 504 falls under the responsibility of the *general education program*.

## Reasonable Accommodations

Section 504 requires a written plan describing placement and services. Placement decisions must be based upon information drawn from a variety of sources and all information must be considered. The placement decisions must be made by a group of persons knowledgeable about the child, about the meaning of the evaluation data, and about placement options. All members of the group or assistance team, including parents, must sign the “educational accommodation plan”. Some examples of reasonable accommodations are:

- Untimed or extended time for assessment and/or assignments;
- Provision of readers;
- Provision of audio textbooks,
- Changes in the way tests are given; and/or
- Allow for verbal response.

## Sample Letter – Requesting a Student Study Team (SST) Meeting

Ms. Bev Blue  
Address  
City, State, Zip Code  
Telephone Number

Date

Mr. /Mrs. Principal  
Charter LEA  
Address  
City, State, Zip Code

Dear Mr. Green:

I am the parent of John Blue, who is currently enrolled at the General Elementary Charter School in the fifth grade. John is not doing well in school and I am concerned about his academic performance.

I am therefore requesting a Student Study Team meeting to develop educational strategies and interventions for John.

Sincerely,

Bev Blue

***PLEASE NOTE:** Before using a letter like this, please be sure you have had the opportunity to communicate with your child's teacher.*

## Sample Letter – Referral for Special Education

Ms. Bev Blue  
Address  
City, State, Zip Code  
Telephone Number

Date

Mr. /Mrs. Principal  
Charter LEA  
Address  
City, State, Zip Code

Dear Mr. Green:

I am the parent of John Blue, who is currently enrolled at the General Elementary Charter School in the fifth grade. We have had a Student Success Team (SST) meeting and the recommendations of that team have been implemented. John is still not doing well in school: (define here what those concerns are)

I am writing to make a referral for assessment to determine eligibility for special education services for John. I am requesting that the school district give John a comprehensive assessment in the following area(s) of suspected disability(ies): \_\_\_\_\_  
\_\_\_\_\_ to determine if he is eligible for special education and/or related services under IDEA and/or Section 504. I am requesting all written reports be provided to me prior to the meeting for my review.

I look forward to receiving an assessment plan within 15 days. If you have any questions, please feel free to contact me. Thank you for your cooperation and assistance.

Sincerely,

Bev Blue

cc: Director of Special Education

**PLEASE NOTE:** Before using a letter like this, please be sure you have had the opportunity to communicate with your child's teacher or other staff.



## Assessment Plan Development

After a child is referred for special education assessment, a representative of the Charter LEA will contact you to develop/review an assessment plan. The Charter LEA representative will:

1. Review the reason(s) for referral;
2. Explain the evaluation process and the methods or tests, which will be used to obtain more information about the child. Testing will be done in the child's native language or other means of communication, unless other provisions are necessary. Areas of assessment will be specified in the assessment plan (Evaluation Area section) and decided upon collaboratively with both LEA and parent input. All areas of suspected disability should be assessed as part of this assessment.
3. Explain the rights of the parents to:
  - review all relevant information;
  - obtain an independent education evaluation, if the parent(s) disagree with the assessment;
  - have an impartial due process hearing if they are not satisfied with the assessment results (including Alternative Dispute Resolution);
4. Ask the parents to provide written permission for an assessment to be conducted;

This may occur at the same meeting where determination to make a referral is made.

The assessment process has two major purposes:

- I. To gather all information possible about the student and assess his/her needs, through observation, testing, and gathering information from those who have worked with the child, including the parent, teachers, nurses, therapists and psychologists and any other pertinent information written or otherwise; and
- II. To determine if the student is eligible for special education programs and services.

The school has 60 days (excluding days during school breaks of more than 5 school days) from the time of the receipt of the signed parent consent for assessment to complete all assessments, prepare assessment results, schedule and hold the next IEP team meeting.

# Sample Assessment Plan

(Updated October 2010)

Page \_\_\_\_ of \_\_\_\_

## El Dorado County CHARTER SELPA ASSESSMENT PLAN

☐ Initial ☐ Annual ☐ Triennial ☐ Transition ☐ Interim ☐ Other \_\_\_\_\_

To Parent or Guardian of \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Birthdate \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Primary language \_\_\_\_\_ English proficiency/CELD Level \_\_\_\_\_

Referred by:

\_\_\_\_\_  
☐ Parent (Signature)

\_\_\_\_\_  
☐ Nurse (Signature)

\_\_\_\_\_  
☐ Teacher (Signature)

\_\_\_\_\_  
☐ Sp Ed Teacher (Signature)

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed. To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA/district).

Evaluation Area	Examiner Title
<input type="checkbox"/> <b>Academic Achievement</b> – These tests measure reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.	
<input type="checkbox"/> <b>Health</b> – Health information and testing is gathered to determine how your child's health affects school performance.	
<input type="checkbox"/> <b>Intellectual Development</b> – These tests measure how well your child thinks, remembers, and solves problems.	
<input type="checkbox"/> <b>Language/Speech Communication Development</b> – These tests measure your child's ability to understand and use language and speak clearly and appropriately.	
<input type="checkbox"/> <b>Motor Development</b> – These tests measure how well your child coordinates body movements in small and large muscle activities. Perceptual skills may also be measured.	
<input type="checkbox"/> <b>Social/Emotional/Adaptive/Behavior</b> – These scales will indicate how your child feels about him/herself, gets along with others, and takes care of personal needs at home, school and in the community.	
<input type="checkbox"/> <b>Post Secondary Transition</b> – Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.	
<input type="checkbox"/> <b>Other Measures</b> _____	
<input type="checkbox"/> <b>Alternative Means of Assessment</b> – Describe alternative methods of assessing the child, if applicable _____	

☐ I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent.

☐ I do not consent to the proposed assessment described above.

☐ I would like the following assessment information to be considered by the IEP team: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Address: \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_

Comments: \_\_\_\_\_

**NOTE:** Prior Written Notice is attached if this is an initial evaluation.

## IEP Team Meeting

Upon completion of the assessment, a meeting will be held to review the results and determine special education eligibility. If the student is found eligible, the team will develop an IEP (Individualized Education Program) which is designed to plan what areas will be targeted for intervention and how such an intervention will actually be carried out. Before your child receives any special education services, this program must be developed at the IEP team meeting. You have the right and are encouraged to present information during the IEP team meeting for use in developing the most appropriate (individualized) IEP for your child. You are encouraged to request in writing the assessment results, blank IEP forms to familiarize yourself with the documents, and other information pertinent to the IEP prior to the IEP team meeting. As a reminder, you may invite someone to attend the meeting with you, such as CAC representative or other support person.

A number of items make up the IEP. They include:

- Statements of the child's level of educational performance/needs provided by parents and staff;
- Statements of yearly goals and short-term educational objectives;
- List those individuals responsible for helping to accomplish the objectives;
- Criteria and evaluation procedures for measuring the achievement of the educational objectives;
- A statement of the specific special education programs, the related services needed by the student, and the degree of participation anticipated in the general education program;
- The date that special education service(s) will begin and how long the service(s) should continue; and
- Determination of participation in state and district-wide assessments.

The parent(s) or guardian will be asked to give written approval of the newly developed IEP at the IEP meeting. You are not required to sign the IEP at this time. A system to measure progress for the student will be developed and reviewed at least yearly. The parent(s) or guardian must give permission before a change in educational placement or program of the student is implemented.

The student's program is a cooperative effort between the school, the home, and the student. Communication between home and school should be continued after the IEP team meeting takes place. Requests for informal conferences with the student's teachers, requests to visit the student's classroom, notes or phone calls are all ways of learning about the child's program and performance.

It is the team's right and responsibility to request an IEP team meeting or review at any time.

If your child does not qualify for special education services, he or she may still be eligible for services under Section 504 of the Rehabilitation Act of 1973. For additional information regarding Section 504, please contact your Charter LEA.

## Sample IEP Agenda

Agenda for (student's name) Annual (or triennial) IEP on (date)

### **1. Welcome/Start Up**

Introductions  
Purpose/Expected Outcomes  
Agenda Overview  
Child/Parent Rights  
Establish Time Parameters

### **2. Present Levels of Performance/Eligibility and Transition for Students 16 Years and Older**

Complete Transition Paperwork in conjunction with Present Levels, Goals and Services  
Student Strengths/Preferences/Interests  
Parent Concerns  
Review of Reports (General Education, Specialists, and other agencies, if applicable)  
Review of Progress on Current Goals/Objectives  
Statement of Eligibility/Non-eligibility (if appropriate to this meeting)

### **3. Special Factors**

Assistive Technology?  
Low Incidence?  
Blindness or Visual Impairment?  
Deaf or Hard of Hearing?  
English Learner?  
Behavior?  
Areas of Need  
Participation in State/District-wide Assessments

### **4. New Goals/Objectives Based on Current Needs**

### **5. Offer of Program/Services Based on Goals/Objectives**

Service Delivery Options  
Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student  
Accommodations/Modifications  
Special Education and Related Services  
Extended School Year?

### **6. Offer of Educational Setting**

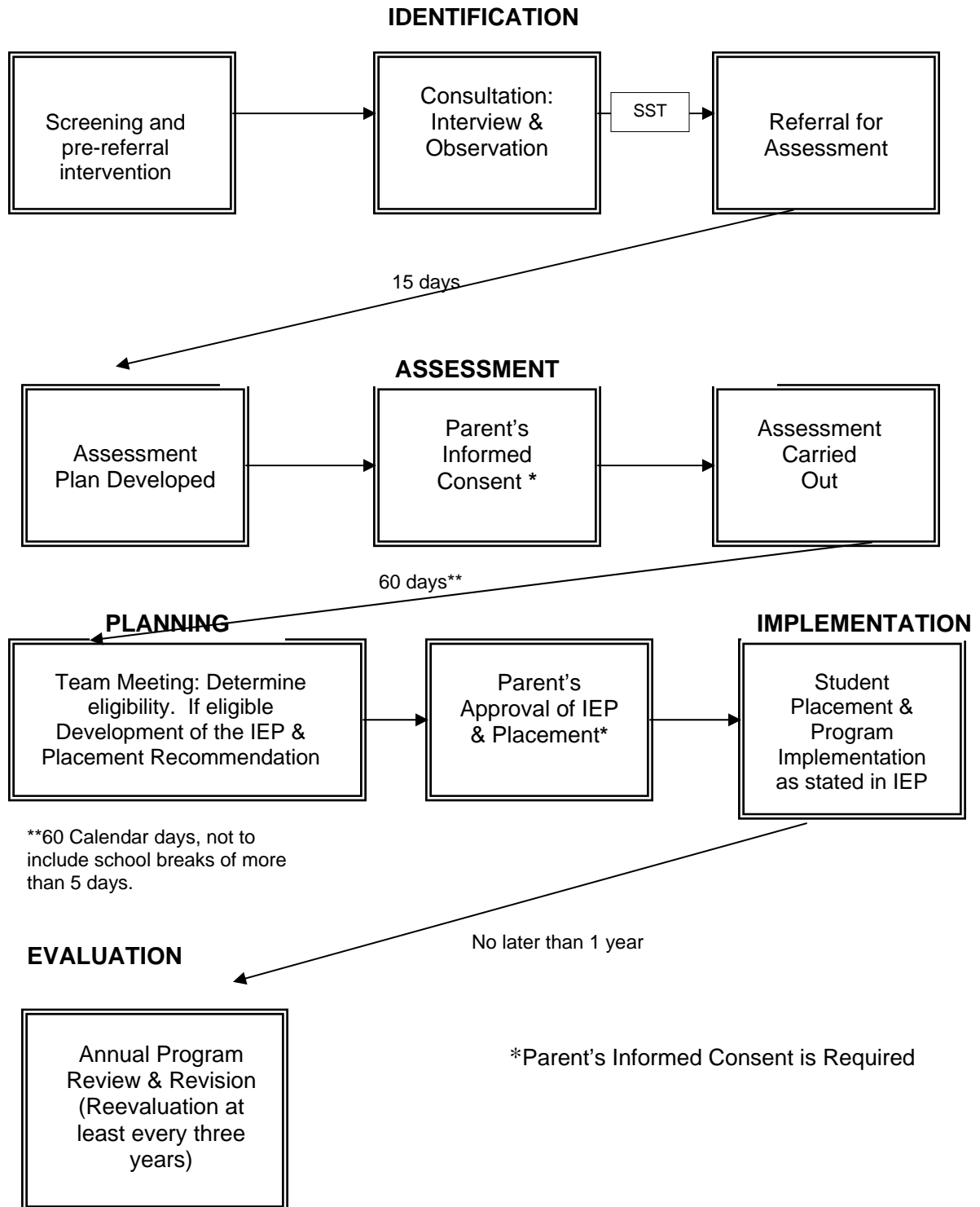
% of time in/out of general education classes/*rationale for time out of general education*  
Other Agencies including County Mental Health involved?  
Promotion Criteria  
Progress Monitoring/Progress Reporting  
Special Education Transportation?  
Graduation Plan (if appropriate)

### **7. Ending**

Confirm Agreements  
Signatures  
Follow-up

## Individualized Education Plan (IEP) Process or Timeline

This flow chart is intended to be used as a brief overview of the IEP process. For more detailed information, consult the individual sections in this parent handbook.





## Available Special Education Programs/Services

The Charter LEA Special Education Department provides a range of special education programs and services for eligible students in grades kindergarten through twelfth grade. Please note: Eligible students are able to continue to receive special education and related services in their IEP until they receive their high school diploma -OR- they reach the age of 22.

Students receiving special education and DIS related services will be educated with general education students to the maximum extent appropriate. They will be integrated as much as possible in school activities and general classroom activities as determined by the IEP team. If separate facilities and services for your child are necessary, they will be comparable to those provided for general education students.

Special education and DIS related services will be provided on behalf of your child, without cost, except for those fees that are charged to general education students. Services will be provided in an appropriate setting as close to their homes/home school as feasible. When transportation to a more distant school, class or center is necessary, such transportation is to be provided without cost to the student.

### LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT

“Least restrictive environment” is the placement or program which can best meet an individual student’s needs and does so with a minimum loss of contact with general education curriculum, programs and students.

Below lists suggested considerations for an IEP team to deliberate when determining a student’s least restrictive environment:

- The Individuals with Disabilities Education Act (IDEA) has a strong preference for educating students with disabilities in the general education classroom with appropriate aids and services.
- What supplementary aids and services would ensure that the student’s IEP can be appropriately implemented in the general education classroom?

Please note: Placement in the general education classroom is the first option the IEP team must consider for all students. If the IEP team decides that the student can be educated satisfactorily in the general education classroom, then the general education classroom placement is the LRE for that student.

- The IEP team may decide that the student cannot be educated satisfactorily in the general education classroom; even when appropriate aids and services are provided. The IEP team must then consider other placements and/or services.
- A full continuum of program options must be available within the Charter LEA to the extent necessary to ensure FAPE. These might include: specialized academic instruction within general education classes, resource specialist program, special day class, special schools, home instruction, and instruction in hospitals and institutions.



- The IEP team decides which of these other services is best for the student, given the student's individual needs and the importance of being educated, to the maximum extent appropriate, with students who do not have disabilities.

## Educational Setting

Charter LEA members offer a range of special education programs to meet the instructional needs of students with disabilities which are described below. For additional information regarding the special education programs which are offered at your Charter LEA, please contact the site directly (see contact information on the back page of this document).

### Response to Instruction and Intervention (RtI2)

The Response to Instruction and Intervention (RtI2) model supports tiered intervention used to identify students who are experiencing academic difficulty early on. *Please note:* RtI2 is a general education responsibility.

In addition, the data collected during the RtI2 process may be used, in part, by local education agencies to determine if a student may be eligible for special education services.

### Education Specialist/Resource Specialist Program

The education specialist/resource specialist program provides a range of services to students with mild to moderate disabilities. The education specialist/resource specialist program focuses on assisting students in accessing the grade level academic curriculum. Each student receives specially designed instruction and support services in areas of specific need as indicated on his or her Individual Education Program (IEP).

### Special Day Class (SDC)

The special day class program provides services to students who require a higher level of individualized support(s) and service(s) than can be provided in the general education and /or educational specialist/resource specialist program.

### State Special Schools

State Special Schools and services are operated by the State of California for the deaf, blind, and neurologically impaired. The schools are available for complete diagnostic workups and may be considered as placement for certain individuals with extraordinary needs. For additional information, please visit the following website: [State Special Schools and Services Division \(CDE\)](#)

### Non-Public, Non-Sectarian Schools Services

Nonpublic, nonsectarian school services are available to individuals who are identified as emotionally disturbed (ED) through the local education agency's assessment procedures and the IEP team recommends placement in a residential non-public school.

### Home and Hospital Services

The purpose of home and hospital instruction is to provide instruction to a student with a temporary disability in the student's home, in a hospital, or other residential health facility, excluding state hospitals. For additional information, please visit the following website: [Home and Hospital Instruction \(CDE\)](#)

### Designated Instruction Services (DIS)

Designated Instruction Services (DIS), also known as related services, support students in benefiting from his/her special education program and accessing the general education curriculum. Based on your child's individual assessed need(s), the following services may be specified in student's Individual Education Program (IEP):

- Instruction and services in language and speech development and remediation
- Audiological services
- Interpreters for the deaf
- Instruction and services in mobility and instruction
- Instruction and services in home and/or hospital
- Adaptive Physical Education (APE)
- Physical or occupational therapy
- Low vision services and therapy; orientation and mobility services; Braille
- Specialized driver training instruction
- Counseling and guidance services
- Psychological services other than assessment and development of the IEP
- Parent counseling and training
- Health and nursing services
- School social work services
- Specially designed vocational education and career development
- Supplemental instruction and services including individual and small group instruction
- Recreation services
- Transportation
- Specialized services for low-incidence disabilities, e.g., reader, transcribers, and/or vision and hearing services.

## Transition

The definition of transition has evolved over the past few years. Nationally, it has been perceived as a period of time which includes high school, graduation, post-secondary education/training options, adult services, and the initial years of employment. The Individuals with Disabilities Education Act (IDEA, 2004), offers the following definition:

The term “transition services” means a coordinated set of activities for a student with a disability that—

(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to *facilitate the child’s movement from school to post-school activities*, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation (Section 602, emphasis added);

(B) is based upon the individual child’s needs, taking into account the student’s preferences and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.”

### Individual Transition Plan (ITP)

The ITP is an articulated, interagency educational plan designed to facilitate a student’s move from school to employment and quality adult life. The Individualized Education Plan/Individualized Transition Plan (IEP/ITP) addresses critical aspects of a student’s transition, including employment goals, residential placement, guardianship, transportation, independent living, and income support. The essential steps for developing transition plans in the IEP are:

1. Identify the student’s post-school goals or interests;
2. Describe the student’s strengths and present levels of academic achievement and functional performance;
3. Develop measurable postsecondary goals;
4. Describe the transition services needed; and
5. Update the transition plan annually at a minimum.

An ITP shall be done in conjunction with an IEP meeting prior to when the student is 16 years old and support the development of appropriate goals for the student.

[Transition to Adult Living, An Information and Resource Guide](#), contains comprehensive information regarding legal requirements, best practices, preparatory experiences, family involvement and recommendations for preparing students for related to transitions.

## Procedural Safeguards (Parent's Rights)

The law requires that local education agencies establish procedures to protect the rights of special education students and their parents or guardians; these procedures are called Procedural Safeguards.\*\* Procedural Safeguards also pertain to those serving as surrogate parents and students between the ages of 18-22 who are receiving special education services. Procedural Safeguards are described throughout this handbook as they relate to the different topics discussed; however, these rights are summarized below:

- Parents have the right to give or refuse consent before their child is initially evaluated or placed in a special education program for the first time;
- Parents have the right to inspect and review all of their child's educational records;
- Parents have the right to obtain an independent educational evaluation (IEE) of their child (per SELPA policy);
- Parents have the right to receive prior written notice on matters regarding the identification, evaluation, educational placement, or the provision of FAPE for their child;
- Parents have the right to request a due process hearing on these matters, which must be conducted by an impartial hearing officer;
- Parents shall notify the State Educational Agency (SEA) or the Local Educational Agency (LEA), as the case may be, when they intend to file a due process complaint.
- Parents have the right to appeal the initial hearing decision to the State Educational Agency (SEA) if the SEA did not conduct the hearing;
- Parents have the right to have their child remain in his or her current educational placement, unless the parent and the agency agree otherwise, while administrative or judicial proceedings are pending (this provision has come to be known as the "stay-put" provision);
- Parents have the right to bring civil action in an appropriate State or Federal court to appeal a final hearing decision;
- Parents have the right to request reasonable attorney's fees from a court for actions or proceedings brought under IDEA (under certain circumstances);
- Parents shall notify the Charter LEA when they intend to remove their child from the public school and place the child in a private school at public expense (10-day notice rule).
- States must now have a voluntary mediation or resolution session process in place, as a means of resolving dispute between LEAs and parents of children with disabilities.
- Specific requirements have been added to the law regarding the disciplining of children with disabilities. Under certain circumstances, such as the child bringing a weapon to school or a school function, the child may be removed from his or her current educational placement and placed in an interim alternative educational setting or suspended or expelled from school.
- \*\*Please refer to the El Dorado County Charter SELPA's "Notice of Procedural Safeguards and Parents' Rights" at the end of this handbook.

## Procedural Safeguards Cont.

### Parent Revocation of Consent for Special Education and Related Services

The Individuals with Disabilities Act gives parents (or the adult student) the right to revoke their consent for the student to receive special education and related services. Consent can be revoked without any recourse from the district. A written statement of revocation shall be provided to the Charter LEA; however, the parent/adult student is not required to state a reason. The Charter LEA may inquire as to the reason but, by law, the parent/adult student is not obligated to respond. Revocation may not be effective retroactively.

Upon receipt of your written request revoking consent for special education and related services, the Charter LEA is required to provide you with Prior Written Notice (PWN) acknowledging your revocation of special education and related services. The PWN must also include the date on which all related services will cease. This date must be within a reasonable time and the Charter LEA may not postpone ceasing services.

Additionally, the Charter LEA may not require the parent/adult student to attend a meeting to discuss the revocation. The Charter LEA may not file for due process or dispute resolution to delay your request. Upon the cessation of services, your child will be considered a general education student for all purposes, including discipline, graduation and state testing requirements. However, under the regulations, the Charter LEA will not be considered in violation of providing the student with a free, appropriate public education (FAPE) by this revocation.

Please note: Procedural safeguards (with the exception of Child Find requirements provided under IDEA) will no longer be available to your child. Accommodations and modifications provided to your child under the IEP process will also be discontinued. The Charter LEA is not required to amend your child's records to remove any references to your child's prior receipt of special education and related services.

You may not choose to reinstate the consent for your child to receive special education and related services. However, you or the Charter LEA may re-refer your child for special education at any time. In this case, the referral will be treated as an initial request for an evaluation, including timeline and assessment requirements.

## Due Process and Parents' Rights

Due process is a right guaranteed by the Constitution of the United States and federal and state laws and regulations. In regard to special education, "due process" assures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education program and service(s) offered or being provided to an individual child.

A due process hearing ensures that specific procedures and timelines are followed whenever there is a significant proposed change in a child's individual education program and the change is challenged. Issues which may be included for consideration under the due process hearing concept are limited to:

- Identification of your child for special education eligibility;
- Assessment of your child;
- Educational placement of your child; and/or
- The provision of a free appropriate public education (FAPE) for your child.

It is the intent of the Legislature that parties involved in special education disputes be encouraged to seek resolution through mediation *prior* to filing a request for a due process hearing. It is also the intent of the Legislature that these "voluntary prehearing request mediation conferences" be an informal process conducted in a non-adversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a free, appropriate public education to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services shall not attend, or otherwise participate in any alternatives to the hearing, or in the "prehearing request mediation conferences". Participating in a mediation conference is not, however, a prerequisite to requesting a due process hearing. Willingness to do so may be indicated to the Special Education Hearing Office at the Office of Administrative Hearings by requesting a "Mediation Only" conference.

Due process procedures include a resolution session, a mediation conference, and an administrative hearing at the state level. Parents are assured specific rights in connection with the due process procedures, including the right to waive the mediation conference. Either the parent or school district may submit a written request for a due process hearing to the:

Office of Administrative Hearings  
Attn: Special Education Division  
2349 Gateway Oaks Drive, Suite 200  
Sacramento, CA 95833-4231

Phone: (916) 263-0880; Fax: (916) 376-6319

The following information must be provided by you or your representative as a part of your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending; and
4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s).

State law requires that either party filing for a due process hearing must provide a copy of the written request to the other party. *(20 USC 1415[h]; EC 56505[d] and [j]).*

#### Opportunity for the LEA to Resolve the Complaint

Once the written request is received, the Office of Administrative Hearings (OAH) will then schedule a hearing date, within thirty (30) days of the date the due process hearing request is filed. A mediation conference, however, is encouraged, and the parties involved in the prehearing mediation conference must agree to extend the time for completing the hearing.

*Please note:* This is different from the “voluntary prehearing request mediation conference”, even though it is also called “mediation”. In this situation, attorneys or other advocates are allowed to attend and participate. The due process hearing must be completed within forty-five (45) days; or for good cause, the OAH may extend the forty-five (45) day time limit, but only if the party who requested the hearing is agreeable to the extension.

Parents Rights, in relation to the due process hearing, are:

- Parents have the right to examine and receive copies of any documents contained in your child’s file;
- Parents have the right to be accompanied at the hearing by a representative(s) of your choosing;
- Parents have the right to give or withhold permission for placement of the child; and
- Parents have the right to be advised and represented by counsel and/or by individuals with special knowledge or training related to problems of disabled children.

In accordance with the “Handicapped Children’s Protection Act of 1986”, attorney fees may be recoverable under certain circumstances (P.L. 99-372).

If either party disagrees with the decision of the Hearing Officer, they may appeal to a court of competent jurisdiction.

For more detailed information, consult your Charter LEA or the El Dorado County Charter Special Education Local Plan Area (SELPA) office at 530.295.2462.

## Alternatives to Due Process

At times, there may be disagreement between parents and the Charter LEA regarding the special education program and/or services for students with disabilities. The El Dorado County Charter SELPA believes very strongly in positive, effective communication that is student-focused. In situations where parents are concerned about potential disagreements, they have several dispute resolution options to use for support. If a solution cannot be reached in communication with the Charter LEA, please proceed with one or more of the following suggested actions:

- Call your district's parent CAC representative. You can obtain the name and telephone number from your child's special education teacher or the El Dorado County Charter SELPA office at 530.295.2462.
- Contact the Charter LEA Special Education Director and/or Program Specialist. Please see the list of contact on the last page of this form.
- Contact an El Dorado County Charter SELPA Program Specialist at 530.295.2463. The El Dorado County Program Specialist can provide information regarding procedural laws and options for alternative methods for solving problems at the child's school and/or district.
- Request a facilitated IEP meeting. A facilitated IEP meeting is one with a clear agenda and special focus which identifies the area(s) of concern. The meeting is facilitated by a trained, neutral person, usually from outside the Charter LEA.
- Request an Alternative Dispute Resolution (ADR) meeting. An ADR meeting provides the opportunity to support enhanced communication between the parties by hearing the concerns, which are "in dispute". Both parties participate in crafting a mutually satisfying resolution.

## Complaint

Call the Procedural Safeguards and Referral Service at 800.926.0648, if you have a complaint. The complaint procedure is used to allege a matter which, if true, would constitute a violation of federal or state law or regulation governing special education and related services, including allegations of unlawful discrimination. A parent may allege a violation by the Charter LEA of federal or state law or regulation by filing a written complaint with the Charter's Director. If relief is not found, a complaint may be filed with the Superintendent of Public Instruction by calling the Complaint Management Unit of the California Department of Education at the number referred to above.



## Confidentiality of Information

Each local educational agency has an obligation to protect the confidentiality of personally identifiable information regarding special education students. “Personally identifiable information” includes:

- The name of the child, the child’s parents, or other family members
- The address of the child
- The child’s student number
- A list of personal characteristics
- Any other information that would make it possible to identify the child with reasonable certainty

### Access to Records

As parent(s) or guardian(s), you have the right to inspect and review any education records relating to your child. A child who is eighteen (18) years of age or older has the same right to review records. With your approval, your representative may also look at the records.

If you want to look at your child’s records, please make a verbal or written request to the Charter LEA. Access to the records must be granted within five (5) business days of your request. The agency may charge a small and reasonable fee if you ask for a copy of the records. If you are financially unable to pay this fee, it may be waived. You may also make reasonable requests for explanations and interpretations of the records.

### Amendment of Records

If you believe that the information contained within the education record is inaccurate or misleading or that it violates the privacy or other rights of your child, you may request that the educational agency amend the information in the student’s record.

All such requests are referred to the Director/Superintendent who will meet with the parent and the employee who wrote the material or will designate a representative to do so. Following the meeting, the Director/Superintendent or designee may direct that all, part, or none of the challenged material be removed.

If the parent is dissatisfied with this decision, you may, within thirty (30) days, appeal the decision in writing to the Governing Board of the Charter LEA.

The Board, within thirty (30) days, is required to meet in closed session with the parent, the employee who wrote the material, and the Director/Superintendent to review the actions taken.

The Board may sustain the actions of the Director/Superintendent or modify them completely or partially, and order the Director/Superintendent to take corrective action. *Please note:* The actions of the Governing Board are final and all records of the proceedings are kept in a confidential manner.

If the Governing Board's decision is unfavorable to the parent, the parent may submit a written statement of their objections to the material. The statement will be included in the pupil's record.

### Destruction of Records

Mandatory permanent records are not destroyed but are kept on file permanently for all students. Personally identifiable information about students may be retained permanently unless the parents request it be destroyed.

## Parents' Record Keeping

As the parent of a child with special needs, you will gather a tremendous amount of information about your child from various professionals and service agencies. Record keeping is not mandatory for parents of children with disabilities, but good records prove to be helpful in day-to-day contacts.

It may be helpful to have information on the following categories:

- Family History: May include child's birth date, place of birth, parent's name, address, phone number and family history.
- Developmental History of the Child: May include mother's health during pregnancy and any unusual circumstances at the birth of your child. May also include milestones and at what age your child reached them.
- Medical History and Reports: May include information on the child and family health history, nature of serious illnesses and operations, record of the child's immunization, and medications taken.
- Educational History: May include names and dates of schools attended, copies of IEPs, test results and progress reports.
- Services Received from Other Agencies: May include copies of records from any other agencies with which you have had contact.
- Correspondence: Keep copies of all correspondence written by you and received by you.

## What Is the Role of the CAC?

Parents comprise a majority of the membership of the Special Education Community Advisory Committee, and of these members, the majority must be parents of children receiving special education services.

Members of local PTCs or PTAs, special education teachers, general education classroom teachers and other school personnel, disabled students, and/or representatives of related public and private agencies may also be represented.

The Special Education Community Advisory Committee is advisory to the Special Education Local Plan Area (SELPA). The primary responsibilities and activities of the CAC include, but need not be limited to:

- Advising the administration of the Special Education Local Plan Area (SELPA) and the Director/Superintendent of the Charter LEA regarding the development and review of programs and services;
- Informing and advising Special Education Local Plan Area (SELPA) staff regarding community conditions, aspirations, and goals for individuals with special needs;
- Making recommendations and suggestions for annual priorities to be addressed;
- Assisting in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan;
- Encouraging community awareness and involvement in the development and review of the Local Plan;
- Supporting activities on behalf of individuals with special needs; and
- Facilitating communication between schools, parents and the community.

Participation in the CAC meetings helps keep members well informed about current programs and legislation, and facilitates closer communication and better understanding of the mutual goals of school administrators, faculty, parents, and the community.

The El Dorado County Charter Special Education Local Plan Area (SELPA) office hosts the Special Education Community Advisory Committee meetings online using the web-based Blackboard Collaborate program. If you would like to request meeting log-in information, please contact the Patti Mercer @ 530.295.2462.

CAC meetings are open to anyone and we encourage your participation.

## MEETING TIMES AND LOCATIONS

Regular meeting times and locations shall be established by the CAC, with all meetings open to the public. CAC shall meet as frequently as necessary, but not less than three times between September and June. Special meetings of the CAC or subcommittees may be scheduled by the chairperson when necessary. A notice and agenda of all regularly scheduled meetings shall be posted for review prior to the meeting.

## VOTING

A quorum shall exist when the majority of the Charter LEAs who have appointed members have representatives present. A quorum is defined as a minimum number of members in an assembly, society, board of directors, etc., required to be present before any valid business can be transacted.

A simple majority of a quorum is necessary to conduct usual business.

## IMPLEMENTATION OF CAC RESPONSIBILITIES

Members of the Community Advisory Committee have the responsibility to assist in the development and implementation of the Local Plan and to set priorities for special education programs operations by:

- Actively participating and providing input at regularly scheduled CAC meetings;
- Maintaining contact with the LEA special education staff regarding special education programs, provided by the LEA, to gain insight of local needs;
- Periodically reporting CAC activities to LEA Governing Boards; and
- Serving on standing and special committees of the CAC.

Community Advisory Committee members assist with parent education by:

- Organizing and participating in parent support groups;
- Developing and distributing informational materials of interest to parents (e.g. SELPA Parent Handbook);
- Organizing, attending and participating in local, regional and state CAC workshops and conferences; and
- Emphasizing the importance of regular school attendance in public relation activities supported by the CAC.

Community Advisory Committee members promote community involvement activities by organizing and participating in community events and participating in public relations efforts.

### CAC Representatives

For information regarding the El Dorado County Charter Community Advisory Committee (CAC), please call the El Dorado County Charter SELPA office at 530.295.2462 or contact your Charter LEA Special Education Director at the number listed below:

### El Dorado County Charter SELPA Members 2012-2013

<b>Charter School Name</b>	<b>Special Education Contact</b>	<b>Telephone Number</b>
<b>Academy of Personalized Learning</b>	Jean Hatch	(530) 247-6933
<b>ACE Charter Schools</b>	Sam Duell, Assistant Principal	(408) 295-6008
ACE Charter		
ACE Charter High		
<b>Alpha: Blanca Alvarado Middle</b>	Paige Abramson Hirsch	(408) 455-9242
<b>Alliance College Ready Public Schools</b>	Rebecca Boss, Program Specialist	(626) 390-6318
Christine O'Donovan Middle Academy		
College-Ready Academy High School #16		
College-Ready Academy High School #11		
College-Ready Middle Academy #7		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Dr. Olga Mohan High		
Environmental Science & Technology High		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Marc and Eva Stern Math and Science		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		
<b>ASPIRE Public Schools</b>	Sue Shalvey, SpEd Director	(510) 434-5034
SBC-ASPIRE Alexander Twilight		
SBC-ASPIRE Alexander Twilight Secondary Academy		
SBC-ASPIRE Alexander Twilight College Preparatory Academy		

ASPIRE Antonio Maria Lugo Academy		
ASPIRE Benjamin Holt College Prep Academy		
ASPIRE Berkley Maynard Academy		
ASPIRE California College Preparatory Academy		
ASPIRE Capitol Heights Academy		
ASPIRE Centennial College Prep Academy		
SBC-ASPIRE Junior Collegiate Academy		
ASPIRE College Academy		
SBC-ASPIRE APEX Academy		
ASPIRE East Palo Alto Charter School		
ASPIRE East Palo Alto Phoenix Academy		
ASPIRE Eres Academy		
ASPIRE Huntington Park		
ASPIRE Langston Hughes Academy		
ASPIRE Lionel Wilson College Prep Academy		
ASPIRE Millsmont Elementary		
ASPIRE Golden State College Preparatory Academy		
ASPIRE Monarch Academy		
SBC-ASPIRE Port City Academy		
ASPIRE River Oaks Academy		
ASPIRE Rosa Parks Academy		
ASPIRE Summit		
SBC-ASPIRE Titan Academy		
ASPIRE University Charter School		
ASPIRE Vincent Shalvey Academy		
ASPIRE Vanguard College Preparatory Academy		
<b>Bayshore Preparatory Charter School</b>	Dana Lenahan, SpEd Coordinator	(760) 471-0847
<b>California Virtual Academies</b>	Laura Terrazas, Dean of Students	(831) 479-1723
CAVA @ Kern		
CAVA @ Kings		
CAVA @ San Mateo		
<b>Clayton Valley Charter High School</b>	Pat Middendorf, SpEd Director	(925) 682-3800
<b>Coastal Academy</b>	Cori Coffey, SpEd Director	(760) 631-4027
<b>Community Learning Center Schools, Inc.</b>		
Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123

<b>Community School for Creative Education</b>		(415) 378-2743
<b>SBE-Dixon Montessori Charter</b>		(707) 451-3881
<b>SBE- Doris Topsy-Elvord Academy</b>	Marvin Smith, Executive Director	(562) 630-6096
<b>SBE-Edison Charter Academy</b>	Shawn Whitney, Coordinator	(510) 205-9461
<b>Education for Change</b>	Lihi Rosenthal	(510) 326-3844
Achieve Academy		
ASCEND		
Cox Academy		
Lazear Elementary		
Learning Without Limits		
World Academy		
<b>Eleanor Roosevelt Community Learning Center</b>	Angela Mills, Edu. Specialist	(559) 592-9160
<b>Envision Schools</b>	Sabrina Yacoub, SpEd Director	(510) 451-2415
Envision Academy for Arts & Technology		
Envision City Arts & Technology High School		
Envision Metropolitan Arts & Technology High School		
Envision Impact Academy of Arts & Technology		
<b>FAME Charter</b>	Cerrene Cervantes	(510) 687-9111
<b>Fathers Heart Charter School</b>	Edwin Colon, Director	(760) 835-1308
<b>Five Keys Charter Schools, Inc.</b>	Jennifer Zamora	(415) 734-3310
Five Keys Adult School (SF Sheriffs)		
Five Keys Charter (SF Sheriffs)		
Five Keys Independence High School (SF Sheriffs)		
<b>Flex Charter Schools</b>		
SBE-San Francisco Flex Academy	Royce Conner, Principal	(415) 762-8800
Silicon Valley Flex	Jean Southland, Principal	(415) 710-6759
Fortune School	Susan Nisonger, Co-Principal	(916) 924-8633
Hardy Brown College Prep	Howanda Lundy, Principal	(916) 924-8633
William Lee College Prep	Susan Nisonger, Co-Principal	(916) 924-8633
<b>Gilroy Prep</b>	Sharon Waller	(831) 235-0484

<b>Golden Lakes Charter</b>	Pete Fogarty, Principal	(209) 852-9563
<b>Howard Gardner Community Charter</b>	Shannon Richardson, Executive Director	(619) 395-3214
<b>Ingenium Schools</b>		
SBE-Barack Obama Charter School	Chaleese Norman, Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller, Coordinator	(818) 746-3522
<b>iLead Lancaster Charter School</b>	Gris Ibarra	(661) 609-1489
<b>Inland Leaders Charter School</b>	Corey Loomis, SpEd Director	(909) 446-1100
<b>John Adams Academy</b>	Eli Johnson, Principal	(916) 267-8999
<b>KIPP Bay Area Schools</b>	Julie Mattoon, SpEd Director	(510) 465-5477
KIPP Bayview Academy		
KIPP Bridge Charter School		
KIPP Heartwood Academy		
KIPP King Collegiate		
KIPP San Francisco Bay Academy		
KIPP San Jose Collegiate		
KIPP Summit Academy		
<b>Leadership Public Schools</b>	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
LPS College Park (Oakland)		
LPS Hayward		
LPS Oakland		
LPS Richmond		
LPS San Jose		
<b>Learn 4 Life Concept Schools</b>	Dr. Pat Hill, SpEd Director	(661) 456-0598
Alta Vista Public Charter		
Ambassador Phillip V. Sanchez Public Charter		
Antelope Valley Learning Academy		
Crescent Valley Public Charter		
Crescent View South Charter School		
Crescent View West Charter High School		
Desert Sands Charter High School		
Diego Hills Charter High School		
Diego Valley Charter High School		
Mission View Public School		
Vista Real Charter High School		



<b>SBE-Lifeline Education Charter School</b>	Jeanette Andrews, Director	(310) 605-2510
<b>SBE-Mission Preparatory</b>	Jane Henzerling	(650) 452-4244
<b>North Woods</b>	Jean Hatch	(530) 247-6933
<b>North Woods Discovery II</b>		
<b>Oakland Military Institute College Preparatory Academy</b>	Dara Northcroft, Director of Instruction	(510) 594-3924
<b>Oakland School for the Arts</b>	Sarah Notch	(510) 873-8800
<b>one.Charter</b>	Gabriel Perez	(213) 709-5404
<b>Pacific Technology Schools (Magnolia Foundation)</b>	Kelly Hourigan	
SBC-Pacific Technology School Orangevale		(916) 293-8611
SBC-Pacific Technology School Santa Ana		(714) 557-7002
<b>Paragon Collegiate Academy</b>	Lisa Reese, Principal	(530) 742-2505
<b>Redding School of the Arts II</b>	Jean Hatch	(530) 247-6933
<b>SBE-River Montessori Elementary Charter</b>	Kelly Mannion, Executive Director	(707) 364-8254
<b>Rocketship Public Schools</b>	Genevieve Thomas, Regional Director	(310) 279-6676
Rocketship Discovery Prep		
Rocketship Los Suenos		
Rocketship Mateo Sheedy		
Rocketship Mosaic		
Rocketship Seven Elementary		
Rocketship Si Se Puede		
Rocketship Six Elementary		
<b>Rocklin Academies</b>		(916) 632-6580
Rocklin Academy Meyers		
Rocklin Academy Turnstone		
SBE-Western Sierra Collegiate Academy		

<b>San Diego Charter Schools Special Education Consortium</b>	Cindy Atlas, Executive Director	(619) 564-0209
Einstein Academy		
Albert Einstein Academy Charter Middle		
Arroyo Paseo Charter High School		
Darnall Charter School		
Gompers Preparatory Academy		
Harriet Tubman Village Charter		
Keiller Leadership Academy		
King Chavez Preparatory Academy		
King Chavez Community High School		
King Chavez Academy of Excellence		
King Chavez Primary Academy		
King Chavez Athletics Academy		
King Chavez Arts Academy		
KIPP Adelante		
Learning Choice Academy		
Magnolia Science Academy San Diego		
Magnolia Science Academy San Diego 3		
McGill School of Success		
Preuss School UCSD		
Urban Discovery Academy Charter		
<b>San Joaquin Building Futures</b>	Sheila Goulart, Director	
<b>Santa Clarita Valley International Charter School</b>	Gris Ibarra	(661) 609-1489
<b>St Hope Public Schools</b>	Jaclyn Moreno, Director SpEd	
Oak Park Preparatory Academy		(916) 275-5800
PS7		(916) 649-7850
Sacramento Charter High School		
<b>Stockton Collegiate International</b>	Katherine Luu, Admin. Special Education	(209) 390-9861
Stockton Collegiate International Elem.		
Stockton Collegiate International Secondary		
<b>Summit Public Schools</b>	Linda Odde	(650) 773-2438
Summit Public School: Rainier		
Summit Public School: Tahoma		
<b>Sunrise Middle School</b>	Teresa Robinson, Director	(408) 206-4779

<b>SBE-Synergy</b>	Cheryl Townsend, Director	(707) 315-1309
<b>Tri Valley Learning Corporation</b>		
SBE-Livermore Valley Charter School	Stephanie Pavlenko, Resource Specialist	(650) 867-5052
SBE-Livermore Valley Charter		
Preparatory High	Lauren Kelly, Principal	(925) 456-9000
<b>Urban Montessori Charter</b>	Amanda Klein	(415) 637-2785
<b>Yu Ming Charter</b>	Laura Ross, Principal	(415) 999-7180

If you need additional assistance beyond your local charter or would like to request general information regarding special education program(s) and service(s) within the El Dorado County Charter Special Education Local Plan Area (SELPA); you may contact the SELPA at 530.295.2462 or visit the SELPA website at [www.edcoecharterselpa.org](http://www.edcoecharterselpa.org)

## El Dorado County Charter SELPA

### Contact Information:

Office Phone: 530.295.2462  
Office Fax: 530.676.4337  
Mailing Address: 6767 Green Valley Road, Placerville, CA 95667  
Physical Address: 3932 Ponderosa Road, Suite 200, Shingle Springs, CA 95682

### Staff Members:

David Toston, SELPA Executive Director.....dtoston@edcoe.org  
Amy Andersen, Charter SELPA Director.....aandersen@edcoe.org  
Dubravka Tomazin, Program Specialist.....dtomazin@edcoe.org  
Tamara Clay, Program Specialist.....tclay@edcoe.org  
Steve Pedego, Program Specialist.....spedego@edcoe.org  
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Pamela Garcia, Administrative Support.....pgarcia@edcoe.org  
Patti Mercer, Administrative Support.....pmercerc@edcoe.org  
Dani Aposhian, Administrative Support.....daposhian@edcoe.org

## Glossary of Terms

Adapted Physical Education: An individual program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

Advocate: Anyone who supports the cause of a person with disabilities or group of people with disabilities, especially in legal or administrative proceedings or public forums.

Attention Deficit Hyperactivity Disorder (ADHD): Diagnostic category of the American Psychiatric Association for a condition in which a child exhibits developmentally inappropriate inattention, impulsivity, and hyperactivity.

Auditory Processing: The ability to understand and use information that is heard, both words as well as other non-verbal sounds.

Autistic: A term applied to children who exhibit the characteristics of autism, a severe disorder characterized by the inability to communicate through meaningful speech and the inability to develop relationships with other persons due to withdrawal.

Behavior Disorder: A disability characterized by behavior that differs markedly and chronically from current social or cultural norms and adversely affects educational performance.

Behavior Intervention Plan: Effective May 20, 1993, any student with an Individualized Education Program (IEP) who exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives on the student's IEP must have a behavioral intervention plan (BIP) developed by an IEP team with a behavioral intervention case manager. The behavioral intervention plan must now become a part of the IEP under Sections 3001 and 3052 in Title 5, California Code of Regulations. These sections mandate that attempts to change serious and pervasive behavior problems result in lasting positive changes; provide greater access to community, social and public events; that the behavioral interventions do not cause pain or trauma, and that the interventions respect the dignity and privacy of the individual. In the event of a behavioral emergency, procedures are now defined which govern the range of responses to that emergency.

Behavior Modification: The systematic application of procedures derived from the principles of behavior (e.g., reinforcement) in order to achieve desired changes in behavior.

Behavioral Objectives: A precise measurable statement of what the pupil is expected to achieve, including the conditions under which the pupil will achieve and the criteria for measuring the achievement.

## Glossary (*continued*)

Behavioral Support Plan: IDEA requires the IEP team to address “behavior that impedes his or her learning or that of others” (IDEA Section 614(d)(2)(B) ), and the Federal Regulations further point out that “positive behavior interventions, strategies and supports” are to be considered supplementary aids and supports if needed. A Positive Behavior Support Plan is recommended for a student who is experiencing difficulty with behavioral issues even after positive supports are put into place in the least restrictive environment. It is designed to be an earlier, intervention than a Behavior Intervention Plan (BIP) in California Education Code. (Hughes Bill)

Case Management: A service that assists student/clients to obtain and coordinate community resources such as income assistance, education, housing, medical care, treatment, vocational preparation, and recreation.

Cerebral Palsy: Motor impairment caused by brain damage, which is usually inflicted during the prenatal period or during the birth process. Can involve a wide variety of symptoms and range from mild to severe. It is neither curable, nor progressive.

Department of Rehabilitation: A state agency that purchases services, through the Vocational Rehabilitation and Habilitation Services programs, which address work-related aspects of a person’s development.

Designated Instruction and Services (DIS): DIS services, also known as related services, are specialized instruction and/or support services identified through an assessment and written on an IEP as necessary for a child to benefit from special education (e.g., speech/language therapy, low vision services, vocational specialist, etc.)

Disability: Technically, refers to the reduced function or loss of a particular body part or organ. In practice, disability is often used to describe a mental or physical impairment that restricts one’s ability to function.

Down Syndrome: A chromosomal anomaly that often causes moderate to severe intellectual disability along with certain physical characteristics such as large tongue, heart problems, poor muscle tone, and a broad flat bridge of the nose.

Due Process: Set of legal steps and proceedings carried out according to established rules and principles; designed to protect an individual’s constitutional and legal rights.

Dyslexia: An impairment in reading ability or partial ability to read; often associated with cerebral dysfunction or minimal brain dysfunction. An individual with this condition does not understand clearly what he/she reads. A more generic term for learning problems including dyslexia is learning disability.

## GLOSSARY (*continued*)

Emotional Disturbance (ED): One or more of a set of characteristics which adversely affect educational performance; characteristics include an inability to learn which cannot be otherwise explained; an inability to build or maintain interpersonal relationships; inappropriate behaviors or feelings; depression; or school phobia.

Free Appropriate Public Education (FAPE): A free appropriate public education is one provided by the public elementary or secondary school, which includes general or special education and related aids and services that are 1) designed to meet the individual educational needs of persons with a disability as adequately as the needs of a non disabled person are met, and 2) based upon adherence to evaluation, placement and procedural safeguard requirements

Fetal Alcohol Syndrome (FAS): A condition sometimes found in the infants of alcoholic mothers; can involve low birth weight, developmental delay, cardiac, and/or limb, and other physical defects.

Habilitation: The process through which individuals are assisted in acquiring and maintaining skills which enable them to cope more effectively with their personal needs and circumstances of their environments, and to strive to reach their full physical, mental, and social potential.

Hearing Impaired: Describes anyone who has a hearing loss significant enough to require special education training, and /or adaptations; includes both deaf and hard of hearing conditions.

Inclusion: Full inclusion refers to the inclusion of a student with special needs in an age appropriate general education classroom at the student's neighborhood school. The student moves with peers to subsequent grades. All related services are provided in the general education classroom through a collaborative approach, except where privacy is an issue. Curriculum may be district core curriculum as for the other students or modified core curriculum to provide physical assistance, adapted content and /or material, multi-level curriculum, curriculum overlapping (same activity, same goals) or substitute curriculum.

Individualized Educational Plan (IEP): A written educational program developed by the local education agency for each child with a disability. An IEP must contain:

- the child's present levels of educational performance
- annual and short-term educational goals
- the specific education program and related services that will be provided to the child
- the extent to which the child will participate in general education program with non-disabled children

## GLOSSARY (*continued*)

Individualized Family Services Plan (IFSP): A requirement of PL 99-457, Education of the Handicapped Act Amendments of 1986, for the coordination of early intervention services for infants and toddlers with disabilities. Similar to the IEP in that is required for all school-age children with disabilities whose families wish to receive Early Start (special education) services in California.

Individualized Program Plan (IPP): An annually reviewed record of program and service needs provided by Regional Centers (e.g., respite care, behavior management training, etc.).

Individualized Services Plan (ISP): A plan offered to parents whose children qualify for special education services under IDEA, but who decline special education services in the public schools. Speech and language and vision services are offered in an ISP for those students who qualify within the El Dorado County SELPA.

Individualized Transition Plan (ITP): An articulated, interagency educational plan designed to facilitate a student's move from school to employment and a quality adult life. The IEP/ITP addresses critical aspects of a student's transition, including employment goals, residential placement, guardianship, transportation, independent living, and income support. An ITP must be done in conjunction with an IEP for all students who are 16 years of age and above.

Integration: Integration refers to the inclusion and interaction of students with special needs in an age appropriate general education program and/or classroom from which they are able to derive educational benefit in a variety of areas including social skills and interactions, communication and language skills, classroom skills, independent living/vocational skills, and academic skills. Integration is an on-going process related to the individual needs of students.

Intellectual Disability: Federal law defines intellectual disability as "...significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance."

Learning Disability (LD): A lack of achievement compared to ability in a specific learning area(s) within the range of achievement of individuals with comparable mental ability. Most definitions emphasize a basic disorder in psychological processes involved in understanding and using spoken or written language.(See *Specific Learning Disability*.)

Least Restrictive Environment (LRE): A concept expressed by the courts in the 1970's, mandating that each person with a disability should be educated or served in the most "normal" setting and atmosphere. This led to the concept and practice of mainstreaming.



## GLOSSARY (*continued*)

Legally Blind: Visual acuity of 20/200 or less in the better eye after the best possible correction with glasses or contact lenses, or vision restricted to a field of 20 degrees or less. Acuity of 20/200 means the eye can see clearly at 20 feet what the normal eye can see at 200.

Mainstreaming: A term referring to the predefined period of time during which a special education student participates in general education activities, either academic or non academic (e.g., math, reading, lunch, recess, and art).

Mental Illness: A condition that results in deviant thinking, feeling and behavior to a degree that causes difficulty in adjusting to life.

Occupational Therapist: A professional who plans and/or delivers instructional activities and materials to help children and adults receive educational benefit from special education goals.

On-the-Job Training: A method of teaching students with disabilities specific work skills by assigning them to employment on competitive jobs for part of a day or sometimes a full day.

Orthopedic Impairment: Any disability caused by disorders of the musculoskeletal system.

Physical Therapist: A professional trained to help people with disabilities develop and maintain muscular and orthopedic capability.

Program Specialist: A Program Specialist is a specialist who holds a valid special education credential, health services credential, or a school psychologist authorization, and who has advanced training and related experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge of special education services.

Regional Occupational Center/Program (ROC/P): The concept of ROC/Ps originated with Senate Bill 1379 and was enacted into law by the California Legislature in 1963. These centers and programs are intended to provide vocational and occupational instruction related to the attainment of skills for the upgrading of existing skills so that trainees are prepared for gainful employment.

Rehabilitation: A social service program designed to teach a newly disabled person basic skills needed for independence.

Rehabilitation Department: Department of Rehabilitation is a state agency that purchases services through the Vocational Rehabilitation and Habilitation Service programs, which address work-related aspects of a person's development.

#### GLOSSARY (*continued*)

Resource Specialist Program (RSP): Students placed in this program may be "pulled out" of the general classroom for special assistance during specific periods of the day or week and are taught by credentialed special education Resource Specialists or Instructional Assistants, or they may be given assistance (push-in) within the General Education classroom.

Section 504: Under the Rehabilitation Act of 1973, this section prohibits discrimination against persons with disabilities in employment and other fields. A set of regulations (Federal Register, May 4, 1977) was established in an effort to assure their civil rights.

Special Day Class (SDC): A self-contained classroom in which only students who require special education instruction for more than 50% of the school day are enrolled.

Special Education: The individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

Special Education Local Plan Area (SELPA): The service area covered by the local plan developed under subdivision (a) (b) or (c) of Section 56170 of the Education Code. It may be comprised of one or more school districts or county offices which may choose to join together in planning and delivering special education services for children within their boundaries.

Special Education Community Advisory Committee (CAC): A committee of parents and guardians, including parents and guardians of individuals with exceptional needs, and representatives from schools and community agencies established to advise the SELPA regarding the development and review of programs under the local comprehensive plan.

Specific Learning Disability (SLD): A disability which involves a severe discrepancy between intellectual ability and academic achievement due to a disorder in one or more of the basic psychological processes and is not primarily the result of visual, hearing or motor disabilities, intellectual disability, or of environmental, cultural, or economic disadvantage.

Student Study Team (SST): A general education process designed to make preliminary modifications within the general education program of a student not succeeding in class (sometimes referred to as a "Child Study Team" or "Student Success Team").

Transition: Transition is a purposeful, organized, and outcome-oriented process designed to help special education students' move from school to employment and a quality adult life. Expected student outcomes include meaningful employment, a further education, and/or participation in the community.

#### GLOSSARY (*continued*)

Traumatic Brain Injury: Term used in professional practice; applies only to person with acquired brain injuries caused by an external physical force. Does not apply to injuries caused by internal occurrences such as infections, tumors, fever, exposure to toxic substances, or near drowning. Educational performance may meet the criteria of one of the other disability categories, such as "other health impaired", "specific learning disabilities", or "multiple disabilities".

WorkAbility: Program which promotes independent living and provides comprehensive pre-employment worksite training, employment and follow-up services for youth in special education who are making the transition from school to work, post-secondary education, or training.



Condado de El Dorado Charter SELPA

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# COMITÉ CONSULTIVO DE LA COMUNIDAD

Condado de El Dorado Educación Especial Área del Plan Local (SELPA)  
[www.edcocharterselpa.org](http://www.edcocharterselpa.org)

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Revisado Agosto 2012

# Condado de El Dorado Charter SELPA

## DECLARACION DE MISION

La misión del El Dorado County SELPA es de proporcionar liderazgo y apoyo de calidad a los distritos escolares de El Dorado, a los padres, y los estudiantes, promoviendo y asegurando la prestación de servicios para maximizar las oportunidades educativas para los niños con necesidades especiales.

## Bienvenidos

Este manual fue creado originalmente por el Comité Consultivo de la Comunidad (CAC) de El Dorado County SELPA. Nuestra esperanza es que esta guía servirá como un recurso informativo para usted. EL objetivo de la Comisión consiste en capacitar a los padres de los estudiantes de educación especial para convertirse en miembros efectivos del equipo de la educación de sus hijos por la flexibilidad, por la colaboración, por el conocimiento, y por comunicación efectiva. Nuestro objetivo es de también ayudar a padres de estudiantes con necesidades especiales servir como recursos para otros.

CAC incluye principalmente los padres de los estudiantes de educación especial y los representantes de la comunidad de nuestras agencias locales. Proporcionamos entrenamiento en la ley y preocupaciones con la educación especial. Los miembros han pasado por muchas de las mismas emociones y las circunstancias que usted, como padre de un estudiante de educación especial, puede tener. El representante de CAC de cada distrito escolar ofrece su tiempo y hace cada esfuerzo para estar disponible a los padres. Puede obtener el nombre de su representante y el número de teléfono contactando su distrito o la oficina de El Dorado County SLEPA a 530-295-2462.

## Plan de Distribución

Es el deseo de la CAC es de tener esta guía disponible a los padres. Está disponible para descarga en el sitio de web de la SELPA. Los distritos pueden mantener algunas copias disponibles y copias en forma electrónica si los padres solicitan este formato. Los aviadores serán distribuidos en reuniones de IEP para informar a los padres de la guía. El CAC es cometido para evaluar y actualizar esta guía como cambian las leyes federales, el estado y las leyes locales.

## Apoyo

Puede desear apoyo en su papel como un miembro del equipo a planear la educación de su niño. Además del Director de SELPA y la especialista del programa de SELPA, padres que son miembros del CAC pueden ofrecer consejo y sugerencias durante el proceso de la Educación Especial. Los padres que son miembros de CAC son voluntarios que han expresado un deseo para ayudarle en encontrar respuestas a sus preguntas y que apoyan a otros padres que son nuevos en el sistema de educación especial.

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## **Acta de Educación para Individuos con Discapacidades (IDEA)**

Usted, el padre, y su niño tienen ciertos derechos legales. IDEA es una ley federal que exige y afirma el derecho de todos los niños con discapacidades a una educación pública gratuita (FAPE). Los propósitos de IDEA son para hacer lo siguiente:

- para garantizar que todos los niños con discapacidades tengan a su disposición una educación pública apropiada y libre que acentúa la educación especial y servicios relacionados diseñados para satisfacer sus necesidades únicas y prepararlos para el empleo y la vida independiente;
- para garantizar que los derechos de los niños con discapacidades y los padres de esos niños están protegidos;
- ayudar a los Estados, localidades, agencias de servicios educativos, y las agencias federales para proveer a la educación de los niños con discapacidades;
- ayudar a los Estados en la implementación de un sistema estatal, completo, coordinado, multidisciplinario y servicios de intervención para bebés y niños pequeños con discapacidades y sus familias;
- para garantizar que los educadores y los padres tengan las herramientas necesarias para mejorar los resultados educativos para los niños con discapacidades mediante el apoyo a las actividades de cambio sistémico; la investigación coordinada y preparación del personal; asistencia técnica, la diseminación y apoyo; y el desarrollo de la tecnología y servicios de medios; y
- para evaluar y garantizar la eficacia de los esfuerzos para educar a los niños con discapacidades.



## **Proceso de la colocación de la Educación Especial a un vistazo**

Servicios de educación especial comienzan cuando el equipo del Programa de Educación Individualizada (IEP), incluyendo al padre(s), determina que un niño es un “niño con una discapacidad” que “requiere educación especial y servicios”. Esta reunión del equipo es el resultado de varios pasos que lo preceden: (Vea la muestra de carta que sigue a esta sección.)

- Primero, un maestro o un padre identifican que un estudiante está teniendo dificultades en la escuela.
- A continuación, un equipo de resolución, incluyendo los padres, se reunirán para discutir la preocupación(es) y posibilidades de atender las necesidades del estudiante. Este equipo puede ser llamado en Equipo de Éxito Estudiantil, un Equipo de Estudio del Estudiante, un Equipo para peque-ñños, o un equipo de intervención. El proceso de “SST” se recomienda para comenzar y documentar las modificaciones y acomodaciones.
- Una de las muchas opciones de un equipo como este es reunir mas información, de recomendar exámenes de la vista, evaluaciones académicas, hasta una referencia para una evaluación para determinar elegibilidad para servicios especiales de educación.

El equipo o un padre pueden presentar una referencia escrito para la evaluación para determinar elegibilidad para la educación especial y servicios. La escuela tiene quince (15) días calendarios desde el día que la escuela reciba la referencia para presentar un plan de evaluación.

- Si mas tarde, un estudiante es evaluado para le elegibilidad para educación especial, el equipo del IEP debe documentar que las modificaciones y adaptaciones se han intentado y no son adecuadas para el éxito del niño, como condición de elegibilidad para educación especial.

*Por favor tenga en cuenta:* El distrito escolar tiene el derecho a negarse a evaluar un estudiante, con razones validas; pero, en estas circunstancias excepcionales, el distrito debe proporcionar un notificación por escrito por que fueron negados.

Un representante de la escuela se comunicara con usted para revisar el plan de evaluación y asegurar su firma. La escuela tiene sesenta (60) días calendarios (excluyendo vacaciones escolares de más de cinco (5) días) desde el momento del consentimiento firmado por los padres para la evaluación, para tener la junta del IEP.

Miembros del equipo del IEP debe incluir: padre(s), administrador, maestro de Educación Especial, maestro de educación general, especialistas adicionales, o personas con conocimiento del estudiante. Otros miembros pueden estar presentes

Una reunión del equipo del IEP se llevara a cabo. El equipo determinara si el estudiante es elegible para la educación especial y los servicios. Si el estudiante es elegible, el equipo del IEP desarrollara objetivos y determinaran servicios y colocación apropiados.

Sugerimos que los padres hagan una solicitud por escrito de los resultados de la evaluación y otra información pertinente para el IEP antes de la reunión del IEP. Esto le dará la oportunidad de leer con cuidado todos los documentos. Los servicios empezaran en la fecha designada en el IEP, pero solo después de que el IEP sea firmado por usted.

## **Respuesta a la Intervención (Rtl)**

La categoría de educación especial “**discapacidad específica del aprendizaje**” apareció en la ley en 1975 con el pasaje de PL-94-142, la ley de Educación para Todos los Niños Discapacitados, después de años de debate por grupos de promoción para la educación especial, investigadores, los padres y las organizaciones de nivel federal y estatal gubernamentales. Aunque la categoría de elegibilidad se añadió a la ley, los requisitos para la elegibilidad bajo esta categoría han variado notablemente de estado a estado. Porque una discrepancia severa entre la habilidad y lo académico tuvo que ser demostrada para calificar, los estudiantes con problemas tuvieron que “esperar para fallar” antes de ser dado ayuda con problemas de aprendizaje.

Como resultado de décadas de investigación y colaboración entre todos los interesados educadores, legisladores, y los padres, la reautorización mas reciente de la ley de educación (Acta de Educación para Individuos con Discapacidades (IDEA, 2004)) ha cambiado los requisitos de elegibilidad para permitir un método de proporcionar servicios temprano para los estudiantes que necesitan ayuda (como intervención antes que consideren educación especial, y hacer “Respuesta a la Intervención” uno de las herramientas para evaluar y calificar estudiantes para servicios de educación especiales.

IDEA de 2004, no incluye expresamente las palabras, “Repuesta a la Intervención” en su referencia a las evaluaciones de elegibilidad para la Discapacidad Especifica de Aprendizaje. Se refiere en cambio a la respuesta a las” las intervenciones científicas, basadas en la investigación” en su explicación del proceso. Una definición amplia, pero breve de Rtl se toma de la Asociación de Directores Estatales de Educación Especial (NASDE) en la publicación de 2005, se cita a continuación:

“Respuesta a la Intervención (Rtl) es la práctica de proporcionar alta calidad instrucción y las intervenciones adaptado a las necesidades del estudiante, vigilando progreso para hacer con frecuencia las decisiones acerca de cambios en la instrucción y objetivos y la aplicación de datos de la respuesta del niño a importantes decisiones educativas. Rtl debe aplicarse a las decisiones en la educación general, correctivas y especial, creando un sistema bien-integrado de instrucción/intervención indicada por datos de resultado de niño.” \*\*

Debe de ser enfatizado que el foco de la nueva ley en el *programa de educación general*; fue diseñado para rodear el “espera para fallar” modelo de obtener ayuda para los estudiantes. El modelo de RtI de cada sitio escolar será diferente, dependiendo de los recursos y el personal que están disponibles en cada escuela/distrito

\*\* Batsche, G., Elliott, J., Graden, J.L., Grimes, J., Kovalski, J.F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

## **REFERERIDO PARA LA EVALUACION PARA DETERMINAR ELEGIBILIDAD**

“Referido” es un término que se utiliza ampliamente para muchos propósitos. Los padres, maestros, consejeros, directores, enfermeras escolares, u otras personas que tengan un interés en el bienestar del niño pueden referir a un estudiante de Equipo de Éxito Estudiantil (SST). Notificación por escrito de remisión por el personal escolar será enviada a los padres.

Un equipo de SST consiste de los padres y personal de la escuela familiar con el niño. Recuerde, usted puede llevar a un amigo, representante de la CAC, o otra persona de apoyo a esta reunión. Una referencia para el Equipo de Éxito Estudiantil es generalmente el primer paso cuando un maestro o el padre tienen preocupaciones acerca de una necesidades de aprendizaje de niño. Esto permite que un equipo desarrollar adaptaciones, modificaciones, apoyos, y recursos para apoyar el estudiante en una clase de educación general. Los padres tienen el derecho y se les anima a hacer referencias del personal de la Charter LEA para la evaluación de las posibles necesidades de sus hijos, cuando se sospecha una discapacidad. *Por favor, tenga en cuenta:* La evaluación formal no puede llevarse a cabo sin el permiso escrito de los padres.

Escriba una solicitud específica a la atención del director de su hijo, el maestro o el administrador de educación especial, pidiendo una junta del Equipo de Éxito Estudiantil (vea muestra carta en pagina 11). O, si sospecha una discapacidad, puede escribir una carta solicitando que una referencia para evaluar la elegibilidad para servicios de educación sea iniciada, incluyendo las razones por las que sospecha que su niño puede tener una discapacidad. Guarde una copia de la solicitud para los registros de su niño. (ver la solicitud de muestras para su remisión para la evaluación de la página 12).

Una vez que una solicitud por escrito para la evaluación de la elegibilidad de la educación especial se ha prestado a la Charter LEA, la escuela tiene (15) días calendarios a partir de la fecha de una referencia por escrito para presentar un Plan de Evaluación para aprobación de padre y obtener la firma.

Para ser elegible bajo IDEA, un estudiante debe ser identificado y cumplir con los criterios como:

- a. Autismo

- b. Sordo
- c. Sordo/Ciego
- d. Disturbo Emocional
- e. Discapacidad Visual
- f. Dificultad Auditiva
- g. Dificultad de Lenguaje
- h. Retardo Mental
- i. Discapacidades Múltiples
- j. Discapacidad Ortopédico
- k. Otra Discapacidad de Salud
- l. Discapacidad Específica de Aprendizaje
- m. Lesión Cerebral

Además, el equipo debe determinar que el estudiante requiere servicios especiales de educación para recibir beneficio educativo.

## Sección 504

La Sección 504 es la sección del Acto de Rehabilitación de 1973, que se aplica a las personas con discapacidades físicas o mentales. Es un acto de derechos civiles, que protege los derechos civiles y constitucionales de las personas con discapacidades. Indica que ninguna persona con una discapacidad puede ser excluida ni negados beneficios de cualquier programa que recibe o reciban asistencia financiera federal.

### Definición de un Discapacidad

Una persona es considerado discapacitado en la definición de la Sección 504 si él o ella:

- tiene un impedimento físico o mental que limita substancialmente uno o más de tales actividades principales de la vida
- tiene una historia de estos impedimentos
- se considera que tiene tal impedimento

El personal escolar debe considerar la posible existencia de la discapacidad y protección de la Sección 504 si el estudiante ha sido diagnosticado, por ejemplo, con:

- HIV
- ADHD
- Las enfermedades transmisibles
- Desórdenes de sangre o de azúcar
- Mal-funcionamientos del Corazón

### Definición de Actividades Principales de la Vida

“Actividades Principales de la Vida” incluye funciones como cuidarse a sí mismo, realizando tareas manuales, caminando, ver, oír, hablar, respirar, aprender, y trabajar. Cuando una condición no limita considerablemente una actividad importante de la vida, la persona no califica para un plan de Sección 504.

### Responsibilidad del Distrito

Si un distrito tiene razones para creer que, a causa de una discapacidad como definido bajo la Sección 504, un estudiante necesita acomodaciones o servicios especiales en la colocación general para participar en el programa general, el distrito debe evaluar al estudiante. Si se determina que un estudiante con discapacidades bajo la Sección 504, el distrito debe desarrollar e implementar la entrega de todos los servicios necesarios y/o acomodaciones. Sección 504 está a cargo del programa de educación general.

### Acomodaciones Razonables

La Sección 504 requiere un plan escrito que describe la ubicación y servicios. Las decisiones de colocación deben estar basadas en información obtenida de una variedad de fuentes y toda la información deben ser consideradas. Las decisiones de colocación deben ser hechas por un grupo de personas que conozcan al niño, sobre el significado de los datos de evaluación, y sobre las opciones de colocación. Todos los miembros del grupo o equipo de asistencia, incluyendo los padres, deben firmar el “Plan de Acomodaciones:

- Sin fije de tiempo o tiempo adicional para la evaluación y/o trabajo
- Provisión de lectores
- Provisión de libros grabados
- Cambios en la manera en que se dan los exámenes
- Permitir una respuesta verbal

## Muestra de carta para solicitar una reunión del Equipo de Estudiantes (SST)

(Su Nombre)

Dirección

Ciudad, Estado, Código

Numero de teléfono

Fecha

Sr (Nombre de director)

(Nombre de Escuela)

Dirección

Ciudad, Estado, Código

Número de teléfono

(Nombre de Maestro):

Yo soy el padre de (nombre de su hijo/a), que se encuentra en su escuela (nombre de escuela y grado). Tengo preocupaciones sobre las marqués académicas de mi hijo/a.

Estoy solicitando una reunión del Equipo de Éxito Estudiantil para desarrollar estrategias educativas y modificaciones para mi hijo/a.

Sinceramente,

(Su nombre)

***Por favor note: Antes de usar una carta como esta, por favor asegúrese de haber tenido la oportunidad de comunicarse con el maestro do su niño.***

## Muestra de carta para Referencia para la Educación Especial

(Su Nombre)

Dirección

Cuidad, Estado, Código

Número de teléfono

Fecha

Sr (Nombre de director)

(Nombre de Escuela)

Dirección

Cuidad, Estado, Código

Número de teléfono

(Nombre de Maestro):

Yo soy el padre de (nombre de su hijo/a), que se encuentra en su escuela (nombre de escuela y grado). Hemos tenido una reunión del Equipo de Éxito Estudiantil y las recomendaciones de ese equipo se han aplicado. (Nombre de su hijo/a) todavía no está haciendo bien en la escuela: (explique que son sus preocupaciones)

Les escribo para hacer una referencia para la evaluación para determinar la elegibilidad para servicios de educación especial para (nombre de su hijo/a). Estoy solicitando que el distrito le dé una evaluación completa en las áreas siguientes donde sospechamos que tiene una discapacidad(es): \_\_\_\_\_ para determinar si es elegible para servicios de educación especial o servicios relacionados bajo la Sección 504. Estoy pidiendo que todos los informes sean proporcionados para mí antes de la reunión para mi revisión.

Espero recibir un plan de evaluación dentro de los 15 días. Si tiene cualquier pregunta, siéntase libre de llamarme a (su número). Gracias por su cooperación y su ayuda.

Sinceramente,

(Su nombre)

cc: Director de Educaciones Especiales

***Por favor note: Antes de usar una carta como esta, por favor asegúrese de haber tenido la oportunidad de comunicarse con el maestro y otro personal de su niño.***

## **DESARROLLO de PLAN DE EVALUACION**

Después que un niño es referido para la evaluación de la educación especial, un representante de la escuela se comunicará con usted para revisar un plan de evaluación. El representante de la escuela le hablara sobre:

1. Revisión de la razón(es) de referencia;
2. 2. Explicar el proceso de evaluación y los métodos o pruebas, que se utilizara para obtener más información sobre el niño. Las pruebas se harán en el idioma materno del niño o otros medios de comunicación, a menos que otras provisiones sean necesarias. Las áreas de evaluación se especificaran en el plan de evaluación (sección Evaluación de área) y decidido en colaboración con el LEA y los padres. Todas las áreas de la discapacidad sospechada deben ser evaluados como parte de esta evaluación.
3. Explicar los derechos de los padres:
  - Revisar toda la información pertinente;
  - Obtener una evaluación independiente, so los padres no están de acuerdo con la evaluación;
  - Tener una audiencia imparcial de debido proceso si no está satisfecho con los resultados (incluyendo Resolución Alternativa de Disputo);
4. Pida a los padres para el permiso por escrito para que una evaluación pueda ser realizado;

Esto puede ocurrir en la misma sesión donde se realiza la determinación de referencia para la educación especial.

El proceso de evaluación tiene dos propósitos principales:

- I. para juntar toda la información posible sobre el alumno y evaluar las necesidades, a través de la observación, las pruebas, y juntar información de los que han trabajado con el niño, incluyendo los padres, maestros, enfermeras, terapeutas y psicólogos y cualquier otra información pertinente por escrito o de otra;
- II. y para determinar si el alumno es elegible para la educación especial y sus servicios

La escuela tiene 60 días (excluyendo los días durante las vacaciones escolares que duran más que 5 días) a partir del momento de la recepción del consentimiento firmado por los padres para la evaluación para tener la junta con el equipo de IEP.



# Ejemplo de un Plan de Desarrollo

(Updated October 2010)

## **El Dorado County Charter SELPA FORMATO ESTATAL DEL IEP DE SELPA PLAN DE EVALUACION**

☐ Inicial ☐ Anual ☐ Trienal ☐ Transición ☐ Interino ☐ Otro \_\_\_\_\_

Para el padre/encargado de: \_\_\_\_\_ Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Distrito: \_\_\_\_\_ Escuela: \_\_\_\_\_ Grado: \_\_\_\_ Fecha de Nacimiento: \_\_\_\_/\_\_\_\_/\_\_\_\_

Primer Idioma: \_\_\_\_\_ Habilidad de Inglés/Nivel CELDT \_\_\_\_\_

Referido por: \_\_\_\_\_

☐ (Firma) del Padre ☐ (Firma) de la Enfermera(o) ☐ (Firma) del Maestro ☐ (Firma) del Maestro de Educ. Especial

La razón de la referencia para la evaluación es \_\_\_\_\_

El distrito propone evaluar a su niño para determinar su elegibilidad para servicios de educación especial o continuidad de elegibilidad y niveles presentes de rendimiento académico y logro funcional. Su niño será evaluado en todas las áreas necesarias donde se sospecha discapacidad. Para cumplir con las necesidades de educación individuales de su niño, esta evaluación consistirá en una evaluación solamente en las áreas marcadas por la agencia educativa local (LEA / del distrito).

Área de Evaluación	Título del Examinador
<input type="checkbox"/> <b>Logro académico</b> — Estos exámenes miden la lectura, ortografía, aritmética, habilidades de lenguaje escrito y oral, y/o conocimientos generales.	
<input type="checkbox"/> <b>Salud</b> —La información de salud y las pruebas son reunidas para determinar como la salud de su niño afecta la interpretación escolar.	
<input type="checkbox"/> <b>Desarrollo Intelectual</b> — Estos exámenes miden qué tan bien piensa su niño, recuerda, y soluciona problemas.	
<input type="checkbox"/> <b>Idioma/Desarrollo de Comunicación de Lenguaje</b> - Estas pruebas miden la capacidad de su niño de entender y usar el lenguaje y la claridad al hablar apropiadamente.	
<input type="checkbox"/> <b>Desarrollo de Motor</b> — Estas pruebas miden que tan bien su niño coordina los movimientos del cuerpo en actividades de músculos pequeños y grandes. Las habilidades Perceptuales también pueden ser medidas.	
<input type="checkbox"/> <b>Social/Emocional/Conducta/Adaptable</b> -Estas balanzas indicarán como se siente su niño sobre él/ella, como se lleva con otros, tiene cuidado de sus necesidades personales en casa, escuela y en la comunidad.	
<input type="checkbox"/> <b>Transición Post-Secundaria</b> - Evaluación de transición para la edad apropiada relacionada a entrenamiento, educación, empleo y donde sean apropiadas las habilidades para vivir independiente.	
<input type="checkbox"/> <b>Otras Medidas</b>	
<input type="checkbox"/> <b>Opciones Alternas de Evaluación</b> -Describa los métodos alternos de evaluación del niño, si le corresponde)	

☐ Yo estoy de acuerdo en la evaluación. Entiendo que los resultados serán guardados confidencialmente y que seré invitado a asistir a las juntas del equipo de IEP para hablar de los resultados. También entiendo que no se le proveerán ningunos servicios de educación especial a mi niño sin mi consentimiento por escrito.

☐ Yo no estoy de acuerdo con la evaluación propuesta y descrita arriba.

☐ Me gustaría que la siguiente información de la evaluación fuera considerada por el equipo del IEP: \_\_\_\_\_

Firma del Padre/Encargado: \_\_\_\_\_ Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Dirección: \_\_\_\_\_ Número de Teléfono \_\_\_\_\_

Comentarios: \_\_\_\_\_

## **JUNTA DEL EQUIPO de IEP**

Al término de la evaluación, una reunión se llevara a cabo para revisar los resultados y determinar la elegibilidad para la educación especial. Si el estudiante es elegible, el equipo desarrollara un IEP (Programa Educativo Individualizado) que esta diseñado para planificar que áreas serán el objeto de intervención y como una intervención realmente se llevara a cabo. Antes de que su hijo reciba servicios de educación especial, este programa debe ser desarrollado en la reunión del equipo del IEP. Se le anima a solicitar por escrito los resultados de la evaluación, las formas en blanco del IEP para familiarizarse con ellos, y otra información pertinente para el IEP antes de la junta del equipo del IEP. Recuerde, usted puede llevar un representante de CAC o otro persona a esta reunión.

Varios artículos hacen el IEP. Incluyen:

- Declaraciones del nivel de necesidades educacionales proporcionada por los padres y el personal.
- Declaraciones de los objetivos anuales y los objetivos educativos a corto plazo.
- Las personas responsables de ayudar a lograr los objetivos.
- Criterios y procedimiento de evaluación para medir el logro de los objetivos educativos.
- Una declaración de los programas de educación especial específica y los servicios relacionados necesarios para el estudiante y el grado de participación anticipado en el programa general.
- Las fechas proyectadas para empezar servicios y cuanto tiempo los servicios deben continuar.
- Determinación de participación en las evaluaciones estatales y en el distrito.

El padre(s) o guardián(es) serán pedidos que den aprobación escrito del nuevo IEP en la junta de IEP. Usted no está obligado a firmar el IEP en este momento. Un sistema para medir el progreso del estudiante será desarrollado y revisado por lo menos una vez al año. El padre(s) o guardián(es) debe dar permiso antes de un cambio de ubicación o programa educativo del estudiante se lleva a cabo.

El programa de estudiante es un esfuerzo cooperativo entre la escuela, el hogar, y el estudiante. La comunicación entre el hogar y la escuela debe continuar después de las reuniones del equipo de IEP se lleven a cabo. Las solicitudes de conferencias informales con los profesores del estudiante, las solicitudes para visitar el estudiante en la clase, notas o llamadas telefónicas son formas de aprender sobre el programa del niño y el desempeño.

Es el derecho de equipo y la responsabilidad de solicitar una reunión del equipo IEP o revisar el IEP en cualquier momento.

Si un niño no califica para servicios especiales de educación, él o ella todavía pueden tener derecho para servicios bajo Sección 504 del Acto de Rehabilitación de 1973. Para obtener información adicional acerca de la Sección 504, por favor póngase en contacto con su LEA.

**(Muestra)**  
**Orden del día para el IEP**  
**Orden del día para el IEP anual (o trianual) de \_\_\_\_\_**  
**Fecha: \_\_\_\_\_**

**1. Bienvenidos**

Introducciones  
Propósito/Resultados Esperados  
Información del Programa  
Derechos del hijo y padre  
Establecer parámetros de tiempo

**2. Los Niveles Actuales de Desempeño /Elegibilidad y transición para los estudiantes mayores de 16 años**

Completar los papeles transición en conjunción con niveles actuales, objetivos y servicios  
Fuerzas del estudiante/Preferencias/Intereses  
Preocupaciones del Padre  
Reviso de los reportes (Educación General, Especialistas, otras agencias, si se aplica)  
Reviso del progreso de los objetivos  
Declaración de elegibilidad o si no califica (si es el caso en esta reunión)

**3. Factores Especiales**

Tecnología Asistida?  
Incidencia Baja?  
Ceguera o discapacidad visual?  
Sordo o problemas de audición?  
Estudiante de Ingles?  
Comportamiento?  
Áreas de necesidad  
Participación el exámenes Estatales/Del Distrito(STAR)

**4. Nuevos objetivos basados en las áreas de necesidad**

**5. Oferta para el programa/Servicios basado en los objetivos**

Opciones de entrega del servicio (LRE)  
Ayudas complementarias, servicios y otros apoyos para el personal escolar, or para el estudiante, o en nombre del estudiante.  
Acomodaciones/Modificaciones  
Educación Especial y servicios relacionados  
Extendido año escolar?

**6. Oferta de Colocación Educativa**

% de tiempo dentro o fuera de clases de educación general */justificación de tiempo fuera de la educación general*  
Other Agencies including County Mental Health involved?  
Criterios de promoción  
Reporte para comunicar el progreso  
Transporte para Educación Especial?  
El Plan de la graduación (si se aplica)

**7. Termina**

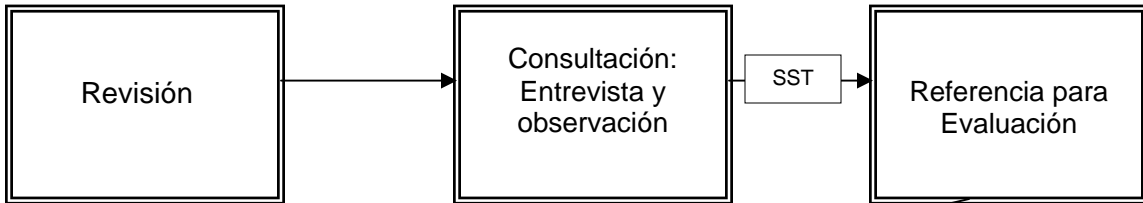
Confirma los acuerdos  
Firmas

Seguimiento

## PLAN DE EDUCACION INDIVIDUALIZADA (IEP) PROCESO O CALENDARIO

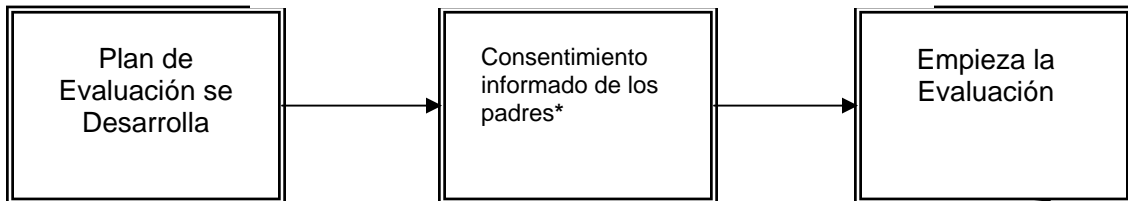
Este diagrama esta entendido para ser utilizado como una vista general breve del proceso del IEP. Para la información más detallada, consulte las secciones individuales en esta guía de padre.

### IDENTIFICACION



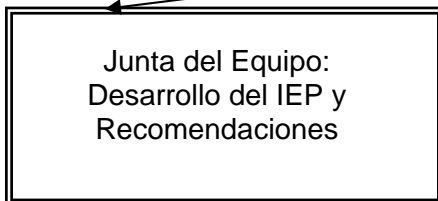
15 días

### EVALUACION



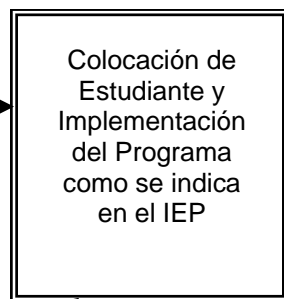
60 días\*\*

### PLANIFICACION



Consentimiento  
de  
Padre(s) sobre  
colocación\*

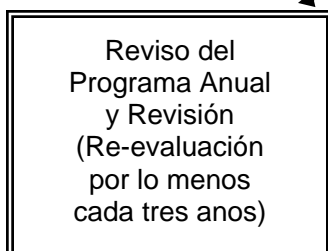
### IMPLEMENTACION



\*\*60 días calendarios, no  
incluyen las vacaciones  
escolares con más de 5 días.

No más de un año

### EVALUACION



\*Consentimiento informado de los padres es  
requerida



## **PROGRAMAS Y SERVICIOS DISPONIBLES PARA LA EDUCACION ESPECIAL**

La Carta de la LEA Especial del Departamento de Educación ofrece una variedad de programas de educación especial y servicios para estudiantes elegibles en los grados de kindergarten hasta el grado doce. Nota: Los estudiantes elegibles pueden continuar recibiendo educación especial y servicios relacionados en el IEP hasta que reciban su diploma de la escuela secundaria-OR-que lleguen a la edad de 22 años

Los estudiantes que reciben educación especial y servicios relacionados con DIS serán educados con los estudiantes de educación general a la medida más posible. Ellos se integraran lo más posible en las actividades escolares y las actividades generales según lo determinado por el equipo del IEP. Si instalaciones y servicios independientes son necesarios para su niño, serán comparables a las previstas para los estudiantes de educación general.

La educación especial y servicios DIS serán proporcionados a favor de su niño, sin costo, menos esos honorarios que son cargados a los estudiantes de educación general. Los servicios serán proporcionados en una colocación apropiada y lo más cercano a sus hogares/escolarización en casa como posible. Cuando el transporte a una escuela más lejana, clase o centro es necesario, dicho transporte se proporciona sin costo al estudiante.

### **AMBIENTE EDUCATIVO MENOS RESTRICTIVO**

“Ambiente educativo menos restrictivo” es la colocación o el programa que mejor pueden satisfacer las necesidades de un estudiante individual y que lo hace con una mínima pérdida de contacto con la clase general, estudiantes y programas.

A continuación se enumeran las consideraciones por el equipo del IEP para deliberar y determinar si un estudiante esta en el ambiente menos restrictivo:

- La ley de educación par las personas con discapacidades (IDEA) tiene una preferencia fuerte para educar a estudiantes con discapacidades en clases generales de educación con ayudas y servicios apropiados.
- Que ayudas y servicios suplementarios se aseguraría de el IEP del estudiante puede ser adecuadamente aplicado en el aula de educación general?

*Por favor note:* La colocación en el aula de educación general es la primera opción que el equipo del IEP debe considerar para todos los estudiantes. Si el equipo del IEP decide que el estudiante puede ser educado satisfactoriamente en el aula de educación general, entonces la colocación de educación general es el ambiente menos restrictivo para el estudiante.

- El equipo del IEP puede decidir que el estudiante no puede ser educado satisfactoriamente en el aula de educación general; aun cuando apropie ayudas y los servicios son proporcionados. El equipo de IEP entonces debe considerar otras colocaciones y/o los servicios.
- Un programa continuo lleno de opciones debe estar disponible dentro del SELPA hasta el punto necesario para asegurar FAPE. Estos pueden incluir: instrucción especializada dentro de las

clases de educación general, clases especiales, escuelas especiales, instrucción en el hogar, instrucción en hospitales o instituciones.

- El equipo del IEP decide cuál de estos otros servicios es lo mejor para el estudiante, teniendo en cuenta las necesidades individuales del estudiante y la importancia de ser educados, en la mejor medida posible, con los estudiantes que no tienen discapacidades.

## Ambiente Educativo

Miembros de Charter LEA ofrecen una gama de programas de educación especial para atender las necesidades educativas de los estudiantes con discapacidades que se describe a continuación. Para obtener información adicional acerca de los programas de educación especial que se ofrecen en su Charter LEA, por favor póngase en contacto con el sitio directamente (ve información de contacto en el la ultima pagina de este documento).

### Respuesta a la Instrucción e Intervención (RtI2)

La Respuesta a la Instrucción e Intervención (RtI2) modelo apoya la intervención por niveles utilizado para identificar a los estudiantes que están experimentando dificultades académicas desde el principio. *Por favor tenga en cuenta:* RtI2 es una responsabilidad de educación general.

Además, los datos recogidos durante el proceso de RtI2 pueden ser utilizados, en parte, por las agencias de educación locales para determinar si un estudiante puede ser elegible para servicios de educación especial.

### Servicios de Especialista de Educación/Programa de Especialista de Recursos

Servicios de Especialista de Educación/Programa de Especialista de Recursos ofrece una gama de servicios a los estudiantes con discapacidades mínimas a moderada. Los Servicios de Especialista de Educación/Programa de Especialista de Recursos se centran en ayudar a los estudiantes en el acceso al plan de estudios académicos de su nivel de grado. Cada estudiante recibe instrucción especialmente diseñada y servicios de apoyo en las áreas de necesidad específica en su programa de Educación Individual (IEP).

### Clases Especiales de Día (SDC)

Clases Especiales de Día les proporcionan servicios a estudiantes que tienen las necesidades más intensivas que pueden ser atendidas en los programas escolares de educación general, el Programa de Recursos Especiales y/o Instrucción y Servicios Designados.

### Escuelas Especiales Estatales

Las escuelas residenciales y los servicios son operados por el Estado de California para los sordos, ciegos y con daño neurológico. Las escuelas están disponibles para un diagnostico completo y pueden ser considerado como colocación para ciertos individuos con necesidades extraordinarias. Para información adicional por favor visite: [State Special Schools and Services Division \(CDE\)](#)



## SERVICIOS ESCOLARES; NO SECTARIOS y PRIVADAS

Servicios escolares no sectarios y privadas están disponibles para las personas que se identifican con trastornos emocionales (ED) a través de los procedimientos de evaluación de la agencia de educación local y el equipo del IEP recomienda la colocación en una residencial escuela privada.

### Servicios de Casa o Hospital

El propósito de instrucción en casa o hospital es para proporcionar instrucción a un estudiante con una incapacidad temporal en la casa del estudiante, en un hospital o otro centro de salud, excluyendo hospitales estatales. Para mas información por favor viste: [Home and Hospital Instruction \(CDE\)](#)

## INSTRUCCIÓN Y SERVICIOS DESIGNADOS (DIS)

Instrucción y servicios designados (DIS), también conocido como servicios relacionados, apoya a los estudiantes en beneficiarse de su programa de educación especial y el acceso al currículo de educación general. Con base en las necesidades individuales de su hijo, los servicios siguientes podrán ser especificados en el Programa de Educación Individual (IEP):

- Instrucción y servicios en el desarrollo del lenguaje y la remediación
- Servicios de audiología
- Interpretes para sordos
- Instrucción y servicios de la movilidad y la instrucción
- Instrucción y servicios en el hogar y/o en el hospital
- Educación Física Adaptada (APE)
- Terapia física o ocupacional
- Servicios de visión baja y la terapia, servicios de orientación y movilidad
- Instrucción especial para conducir
- Servicio de aconsejadores y la guía
- Servicios psicológicos distintos de la contribuciones y el desarrollo del IEP
- Servicios de padres en aconsejar y entrenamiento
- Servicios de salud y enfermería
- Trabajo de servicios sociales en la escuela
- Clases especiales para la educación vocacional y el desarrollo profesional
- Instrucción suplementaria y servicios, incluyendo la instrucción individual y en grupos pequeños
- Servicios de recreación
- Transportación
- Los servicios especializados para discapacidades de baja incidencia, por ejemplo, lector, transcriptor, y/o visión y audición.

## Transición

La definición de la transición ha evolucionado en los últimos años. Un nivel nacional, se ha percibido como un periodo de tiempo que incluye la escuela secundaria, la graduación, la educación y opciones de pre-secundaria, servicios de adultos, a los años iniciales de empleo. Los individuos con el Acto de Educación de Discapacidades (IDEA, 2004), ofrece la siguiente definición:

El término “servicios de transición”, quiere decir que un conjunto coordinado de actividades para un estudiante con una discapacidad que-

(A) está diseñado para ser dentro de un proceso orientado hacia los resultados, que se centra en mejorar el logro académico y funcional del niño con una discapacidad para *facilitar el movimiento del niño de la escuela a actividades* pre-escolares, incluyendo la educación pre-secundaria, educación vocacional, empleo integrado (incluyendo empleo con apoyo), educación continua y para los adultos, servicios para adultos, vida independiente, o la participación de la comunidad (Sección 602, énfasis agregado);

(B) se base en las necesidades individuales del niño, teniendo en cuenta las preferencias e intereses del estudiante, y

(C) incluye la instrucción, servicios relacionados, experiencias comunitarias, el desarrollo del empleo y otros objetivos para después de la escuela, y cuando apropiado, al adquisición de habilidades para la vida diaria y una evaluación vocacional funcional.”

### Planificación de Transición Individuo (ITP)

El ITP es un plan articulado, entre agencias educativas diseñadas para facilitar la transición de un estudiante de la escuela al empleo y la vida adulta. El IEP/ITP se ocupa de los aspectos críticos de la transición del estudiante, incluyendo las metas de empleo, colocación residencial, custodia, transportación, vida independiente y apoyo de los ingresos. Los pasos esenciales para el desarrollo de planes de transición en el IEP son:

1. Identificar los objetivos e intereses del estudiante después que termine la escuela;
2. Describir los puntos fuertes, los niveles de académica, y desempeño funcional del estudiante;
3. Desarrollar objetivos mensurables pre-secundarios;
4. Describir los servicios de transición necesarios
5. Actualizar el plan de transición por lo menos cada año.

El ITP se hará en conjunto con una reunión del IEP antes de que el estudiante tenga 16 años y apoyar el desarrollo de metas apropiadas para el estudiante.

[Transition to Adult Living, An Information and Resource Guide](#), contiene información completa sobre los requisitos legales, las mejores practicas, experiencias preparatorias, participación de la familia y recomendaciones para la preparación de los estudiantes para las transiciones relacionadas.

## Procedimientos de Defensa (Derechos de los Padres)

Le ley requiere que los distritos escolares establecen procedimientos para proteger los derechos de los estudiantes de educación especial y sus padres o guardianes; estos procedimientos se llaman garantías procesales. Estas garantías procesales también se refieren a aquellos que sirven como padres sustitutos y estudiantes de dieciocho años de edad que reciben servicios de educación especial. Se describen en este manual como se refieren a los distintos temas tratados, sin embargo, estos derechos se sumen a continuación:

- el derecho de los padres a dar o negar su consentimiento antes de que su hijo se evaluó inicialmente o colocado en un programa de educación especial por primera vez;
- el derecho de los padres a inspeccionar y revisar todos los registros de sus hijos;
- el derecho de los padres a obtener una evaluación educativa independiente (IEE) de su hijo (por política de SELPA);
- el derecho a aviso por escrito de los asuntos relativos a la identificación, evaluación o colocación educativa de su hijo, o la provisión de FAPE a su hijo;
- el derecho de solicitar una audiencia de proceso debido sobre estas cosas, que debe ser llevada a cabo por un oficial de audiencia imparcial;
- el derecho a apelar la decisión de la audiencia inicial a la Agencia Estatal de la Educación (SEA), o la Agencia Educacional Local (LEA), como sea el caso, cuando van a presentar una queja de proceso debido.
- Los padres tienen el derecho de apelar la decisión de la audiencia inicial de la Agencia Educacional Local (LEA) si él SEA no llevo a cabo la audiencia.
- el derecho del niño a permanecer en su colocación educativa principal, a menos que el padre y la agencia quedan de acuerdo de otra cosa, mientras que los procedimientos administrativos o judiciales estén pendientes (esta disposición se ha llegado a ser conocido como la provisión “estancia-puesto”);
- el derecho a iniciar una acción civil en un caso tribunal estatal o federal para apelar un decisión de la audiencia final;
- el derecho de los padres para solicitar honorarios razonables de abogados de un tribunal de recursos que se interpongan en IDEA (bajo ciertas circunstancias);
- los padres deben notificar a la agencia pública que tienen la intención de retirar a su hijo de la escuela y colocar al niño en una escuela privada a expensas públicas. (Aviso tiene que ser por lo menos 10 días)
- los padres deben notificar a la SEA o LEA, según sea el caso, cuando la intención de presentar un queja de debido proceso.
- Los estados deben ahora tener un proceso de mediación voluntaria o sesión de resolución en su lugar, como medio de resolver controversias entre las autoridades educativas locales y los padres de los niños con discapacidades.

- Los requisitos específicos se han agregado a la ley con respeto a la disciplina de los niños con discapacidades. Bajo ciertas circunstancias, como el niño trae un arma a la escuela o una función escolar, el niño puede ser removido de su colocación educativa actual y se coloca en un ambiente educativo alternativo provisional o suspendido o expulsado de la escuela.
- \*\*Consulte El Condado de El Dorado Charter SELPA “Aviso de garantías procesales y derechos de los padres” al final de este manual.

## Procedimientos de Defensa cont.

### Revocación de Consentimiento para los Padres del Estudiante para recibir Educación Especial y Otros Servicios Relacionados

Los cambios en las regulaciones federales para los Individuos con Discapacidades le da a los padres (o el estudiante adulto) el derecho de revocar su consentimiento para que el estudiante reciba educación especial y servicios relacionados. Usted puede revocar su consentimiento sin ningún tipo de recurso del distrito. Usted debe presentar esta declaración de revocación por escrito y no es necesario dar una razón. El distrito puede preguntar por la razón pero, no están obligados a responder. La revocación no puede ser efectiva retroactivamente.

Tras la recepción de su solicitud por escrito revocando el consentimiento para la educación especial y servicios relacionados, el distrito (LEA) tiene la obligación de darle aviso previo por escrito (PWN) reconociendo su revocación de la educación especial y servicios relacionados y deben incluir la fecha en que todos los servicios cesaran. Esta fecha debe estar dentro de un plazo razonable y el distrito no puede dejar de posponer los servicios.

El distrito no podrá exigir a los padres a asistir a una junta para discutir la revocación. El distrito no puede presentar un proceso debido para retrasar su solicitud. Sobre el paro de servicios, su niño será considerado un estudiante de educación general para todos los efectos, incluyendo la disciplina, la graduación y los requisitos de estado de pruebas. Bajo las regulaciones, el distrito no será considerado en la infracción de FAPE por esta revocación

Por favor tome nota de que: Las garantías procesales (con la excepción de el requisito de “Encontrar a un Nino” en la ley IDEA) ya no estará disponible para su hijo. Las adaptaciones y modificaciones que se proporcionó a su hijo bajo el proceso de IEP también serán discontinuadas. El distrito no es requerido a enmendar los registros de su niño para quitar ninguna referencia a la educación especial y servicios relacionados.

Puede optar por no restablecer el consentimiento para que su hijo reciba educación especial y servicios relacionados. Sin embargo, usted o el distrito, puede volver a enviar a su hijo para educación especial en cualquier momento. En este caso, la referencia será tratada como una evaluación inicial, incluyendo requisitos de calendario y evaluación.

## El Proceso Debido y Derechos De Padres

El Proceso Debido es un derecho garantizado por la Constitución de los Estados Unidos y las leyes federales y estatales. En respeto a la educación especial, “proceso debido” asegura que las agencias de las escuelas y los padres tienen el derecho de solicitar una audiencia para resolver los desacuerdos en relación con la adecuación de los programas de educación especial y los servicios ofrecidos o que se proporciona a un niño en particular.

Una audiencia de debido proceso garantiza que los procedimientos específicos y los plazos se siguen cada vez que hay una propuesta de cambio significativo en el programa educativo de un niño y el cambio está en cuestión. Cuestiones que pueden ser incluidos para su consideración bajo el concepto de debido proceso se limita a:

- La identificación de su niño para la educación especial;
- La evaluación de su niño;
- La colocación de educación para su niño;
- La provisión de una educación pública gratuita y apropiada (FAPE) para su niño.

Es la intención de la Legislatura que las partes en disputas de educación especial se animan a buscar una solución a través de la mediación antes de presentar una solicitud para una audiencia de debido proceso. Es también la intención de la Legislatura que estas “conferencias voluntarias de mediación de petición de previa” se lleve a cabo en un proceso informal en un atmosfera sin conflicto para resolver asuntos que se relacionen a la identificación, la evaluación, o colocación educativa del niño, a satisfacción de ambas partes. Por lo tanto, los abogados u otros contratistas independientes utilizados para prestar servicios de defensa legal, no podrán asistir, o participar en ninguna de las alternativas solicitaciones, o en el “conferencias de mediación de petición previa”. Tomar parte en una conferencia de mediación no es sin embargo un requisito previo para solicitar una audición para el proceso debido. Voluntad de hacerlo se puede indicar a la Oficina de Audiencias de Educación Especial en la Oficina de Audiencias Administrativas, solicitando una conferencia para “Solo la Mediación”.

Los procedimientos de debido proceso incluyen una sesión de resolución, una conferencia de mediación y una audiencia administrativa en el nivel de estado. Los padres son asegurados de los derechos específicos con respecto a los procedimientos de debido proceso, incluyendo el derecho a suspender la conferencia de mediación. Cualquiera de los padres o el distrito escolar puede presentar una solicitud por escrito para una audiencia de proceso debido a:

Oficina de Mediación Administrativa  
Atención: División de Educación Especial  
2349 Gateway Oaks Drive, Suite 200  
Sacramento, CA 95833-4231  
Phone: (916) 263-0880; Fax: (916) 376-6319

La siguiente información debe ser proporcionada por usted o su representante como parte de su solicitud:

1. Nombre del niño;
2. Dirección de la residencia del niño;
3. Nombre de la escuela que asiste el niño; y
4. Una descripción de la naturaleza del problema, incluyendo hechos relacionados con el problema(s) y una propuesta de resolución del problema(s).

La ley estatal requiere que cualquier parte que solicite una audiencia de proceso legal debe proporcionar una copia de la solicitud por escrito a la otra parte. (20 USC 1415[h]; EC 56505[d] y [j]).

#### Oportunidad para el Distrito para Resolver la Demanda

Cuando la solicitud se recibe por escrito, OAH (Oficina de Administración) entonces programara una fecha para la audiencia dentro de los treinta (30) días siguientes a la fecha de la solicitud de audiencia de debido proceso se archiva. Una conferencia de mediación, sin embargo, se ánima, y las partes en la conferencia de mediación previa a la audiencia debe estar de acuerdo para extender el tiempo para completar la audiencia.

Por favor toma nota que: Esto es diferente de la “solicitud previa a la audiencia voluntaria conferencia de mediación”, aunque también se le llama “mediación”. En esta situación, los abogados o otros defensores se les permite asistir o participar. La audiencia de debido proceso debe ser completado dentro de los cuarenta y cinco (45) días, o por una buena causa, la OAH podrán ampliar los cuarenta y cinco (45) días, pero solo si la parte que solicito la audiencia está de acuerdo con ampliación.

Los derechos de los padres en relación con la audiencia de debido proceso son:

- El derecho a examinar y recibir copias de cualquier documento en los registros de su hijo;
- El derecho a estar acompañados en la audiencia por un representante(s) de su elección;
- El derecho a dar o negar el permiso para la colocación del niño;
- El derecho a ser asesorado y representando por un abogado y/o por personas con conocimientos o capacitación especial relacionado con los problemas de los niños discapacitados.

In accordance with the “Handicapped Children’s Protection Act of 1986”, attorney fees may be recoverable under certain circumstances (P.L. 99-372).

Si cualquiera de las partes no están de acuerdo con la decisión del consejero auditor, pueden apelar a un tribunal de jurisdicción competente.

Para obtener información mas detallada, consulte a su oficina del distrito escolar o la oficina Local de Educación Especial (SELPA) 530/295-2462.

### Alternativas Al Debido Proceso

At times, there may be disagreement between parents and the Charter LEA regarding the special education program and/or services for students with disabilities. The El Dorado County Charter SELPA believes very strongly in positive, effective communication that is student-focused. In situations where parents are concerned about potential disagreements, they have several dispute resolution options to use for support. If a solution cannot be reached in communication with the Charter LEA, please proceed with one or more of the following suggested actions:

- Llame el representante de los padres del distrito del CAC. Puede obtener el nombre y número de teléfono del maestro de su hijo de la educación especial o la oficina de SELPA a (530) 295-2462.
- Llame a su Especialista de Programa de Especial o Director de Educación Especial. Por favor vea la lista de contactos en la última página de este formulario.
- Contacte a el Especialista de Programa de El Condado de El Dorado a 530-295-2463. El Especialista puede proporcionar información sobre las leyes procesales y las opciones de métodos alternativos para la solución de problemas en la escuela del niño y/o distrito.
- Pida una junta facilitado del IEP. Un IEP facilitado es uno una agenda clara y un enfoque especial que identifica el área(s) de interés. Esto es facilitado por una persona entrenada, neutral, por lo general fuera del distrito.
- Pida una junta del grupo de Resolución Alternativa de Disputas (ADR) (Grupo de Soluciones). Un ADR ofrece la oportunidad de apoyar una mejor comunicación entre los padres por oír las preocupaciones, que están “en disputa”. Ambas partes participan en la elaboración de una solución mutuamente satisfactoria

### Reclamo

Llame a los Procedimientos de Protección y Servicio de Referencia, 800/926-0648, si usted tiene una queja. El procedimiento de queja se utiliza para alegar un asunto que, si verdadero, constituiría una violación de las leyes federales o estatales o regulación de educación especial y

servicios relacionados, incluyendo alegaciones de discriminación ilegal. Un padre puede alegar una infracción por el distrito de la ley federal o estatal o regulación con una queja por escrito con el supervisor del distrito. Si alivio no es encontrado, una queja puede ser archivada con el Supervisor de Instrucción Pública llamando al Departamento de Quejas del Departamento de Educación al número que está referido arriba.

## Confidencial de la Información

Cada agencia de educación local tiene la obligación de proteger la confidencialidad de la información de identificación personal de los niños de educación especial. “Información de identificación personal” incluye:

- incluye el nombre del niño, los padres del niño u otros miembros de la familia
- El domicilio del estudiante
- El número estudiantil del niño
- Una lista de características personales
- otra información que harían posible identificar al niño con certeza razonable.

### Acceso a los registros

Como padre(s) o guardián (es), usted tiene el derecho de inspeccionar y revisar cualquier registro de educación relacionado con su hijo. Un niño que tiene dieciocho (18) años de edad o más tiene el mismo derecho de revisar los registros. Con su permiso, su representante también puede mirar los registros.

Si desea ver los registros de su hijo, tiene que pedir una solicitud verbal o escrita a el distrito educativo. El acceso a los registros se debe conceder entre cinco días de su petición. La agencia puede cobrar un pequeño honorario si pide una copia de los registros. Si usted es incapaz de pagar el honorario, puede ser renunciado. Usted también puede hacer peticiones razonables para explicaciones o interpretaciones de los registros.

### Enmienda (Corrección) de Registros

Si usted cree que la información contenida dentro registro académico es inexacta o engañosa o que viola la privacidad u otros derechos de su hijo, usted podrá solicitar a la agencia de educación para modificar la información en el registro académico del estudiante.

Todas esas solicitudes se refieren al Superintendente, quien tendrá una junta con el padre y el empleado que escribió el material o designara a un representante para que lo haga. Tras la junta, el Superintendente o designado puede dirigir que todo, parte, o nada del material sea cambiado.



Si el padre no está satisfecho con esta decisión, puede, dentro de treinta (30) días, apelar la decisión por escrito a la Junta Directiva del Distrito.

La Junta Directiva, dentro de los treinta (30) días, tiene la obligación de reunirse en sesión privada con el padre, el empleado que escribió el material, y el Superintendente para revisar las acciones tomadas.

La Junta Directiva, puede apoyar las acciones del Superintendente o modificar por complete o parcialmente, y puede dar la orden que el Superintendente tome medidas correctivas. Por favor tome nota: Las acciones de la Junta Directiva son finales y todos los registros de los actos son mantenidos en una manera confidencial.

Si la decisión es desfavorable a los padres, los padres pueden presentar una declaración escrita de sus objeciones. Tal declaración se convierte en parte del registro del estudiante.

### Destrucción de Registros

Registros permanentes no se destruyen sino se mantienen en los archivos de forma permanente para todos los estudiantes. La información personalmente identificando al estudiante pueden ser retenidos permanentemente a menos que los padres soliciten que sean destruidos.

## Mantenimiento de Registros

Como padre de niño con necesidades especiales, se reunirán una gran cantidad de información sobre su niño de diversos profesionales y agencias de servicios. Mantenimiento de registros no es obligatorio para los padres de niños con discapacidades, pero un buen registro resultan útiles en contactos diarios.

Puede ayudar tener información en las categorías siguientes:

- Historia Familiar: Puede incluir la fecha de nacimiento del niño, lugar de nacimiento, nombre de los padres, dirección, número de teléfono y historia familiar.
- Historia del Desarrollo del Niño: Puede incluir la salud de la madre durante el embarazo y cualquier circunstancia anómala en el nacimiento de su hijo. También puede incluir importantes detalles y a qué edad pasaron.
- Historia Médica y Reportes: Puede incluir información sobre el niño y la historia familiar de salud, la naturaleza de las enfermedades graves y operaciones, registro de vacunación del niño, y los medicamentos que toman.

- Historia de la educación: Puede incluir los nombres y las fechas de las escuelas atendidas, copias de los IEP, resultados de pruebas y el progreso de los informes.
- Servicios recibidos por otras agencias: Puede incluir copias de los registros de cualquier otra agencia con la que han tenido contacto.
- Correspondencia: Guarde copias de toda la correspondencia escrita por usted y recibida por usted.

### Comité Consultivo de la Comunidad (CAC)

Los padres representan la mayoría de los miembros del Comité, y de estos miembros, la mayoría debe ser padres de niños que recibe servicios de educación especial.

Miembros de PTC o las asociaciones de padres (PTA's), maestros de educación especial, maestros de aula de educación generales y otro personal escolar, estudiantes con discapacidades y/o representantes de los relacionados agencias públicos y privados también pueden ser representados.

El Comité Asesor Comunitario de Educación Especial es asesor del Plan Local de Educación Especial (SELPA). Las principales responsabilidades y actividades del CAC, incluyen, pero no limitadas a:

- Aconsejando a el SELPA y el Supervisor de la Agencia Local responsable con respecto al desarrollo y la revisión de programas y servicios.
- Informando y aconsejando a los empleados del SELPA con respecto a condiciones de comunidad, las aspiraciones, y objetivos para individuos con necesidades especiales.
- Haciendo recomendaciones y sugerencias para las dirigidas anuales que tienen prioridades.
- Participando en la educación de padre y alistar a los padres, los voluntarios, a las agencias que pueden contribuir a la implementación del Plan Local.
- Favoreciendo el conocimiento de la comunidad y la participación en el desarrollo y la revisión del Plan Local.
- Apoyando actividades a favor de individuos con discapacidades.
- Facilitando comunicación entre escuelas, los padres y la comunidad.

Participación en juntas ayuda a mantener a los miembros bien informados acerca de los programas y legislación, y facilita una comunicación más estrecha y una mejor comprensión de las metas comunes de los administradores escolares, profesores, padres y la comunidad.

La Oficina del Condado de Le Dorado del Plan Local de Educación Especial (SELPA) tiene las reuniones del Comité Asesor Comunitario en el internet utilizando el programa Colaboración de Pizarra. Si usted desea solicitar información sobre registro para estas juntas, pro favor póngase en contacto con la Sra. Patti Mercer 530-295-2462.

Todas las juntas están abiertas a cualquier persona interesada.

### Fechas y localidades de las juntas

Horario regular de juntas y lugares serán establecidos por el CAC, con todas las sesiones abiertas al público. CAC se juntarán con frecuencia como necesario, por no menos de treces veces entre septiembre y junio. Las reuniones especiales del CAC o subcomisiones pueden ser planificadas por el presidente cuando necesario. Una nota y el orden del día de todas las juntas regulares serán enviados a la asociación antes de la reunión.

### Votación

Habrá quórum cuando la mayoría de los distritos escolares que han nombrado los miembros tienen los representantes presentes. El quorum se define como un numero mínimo de miembros en una asamblea, lo sociedad, la junta directiva, etc., deben estar presentes antes de cualquier tipo de negocio valido puede tratarse.

Una mayoría simple de quórum es necesario para el ejercicio de la actividad habitual.

### IMPLEMENTACIONES DE RESPONSABILIDADES DEL CAC

Miembros del CAC tienen la responsabilidad de ayudar en el desarrollo y implementación del Plan Local y el establecimiento de prioridades para los programas especiales de educación de las operaciones por:

- Participando activamente y dando opiniones en las juntas de CAC.
- Mantener el contacto con el personal de educación especial y los programas de educación especial de la LEA para comprender mejor las necesidades locales.
- Informar periódicamente las actividades de la CAC a LEA Directivos
- Servir en comités permanentes y especiales de la CAC.

Miembros del Comité Consultivo de la Comunidad ayudan con la educación de los padres por:

- Organizar y participar en grupos de apoyos para los padres;
- Desarrollar y distribuir materiales informativos de interés para los padres (por ejemplo SLEPA Manual para los padres);
- Organizándolo, asistir y participar conferencias locales, regionales y estatales del; y
- Enfocando la importancia de la asistencia regular en actividades de relaciones publicas apoyadas por el CAC.

Miembros del Comité Asesor de la Comunidad promover actividades de participación comunitaria, organizando y participando en eventos de la comunidad y participar en los esfuerzos de relaciones públicas.

### Representantes de CAC

Para información de Educación Especial, llame al Presidente Comité Comunitario del Condado de El Dorado a 530-295-2462, o comuníquese con el Director Especial de su distrito al número que aparece a continuación:

### Miembros del Condado de El Dorado SELPA 2012-2013

<b>Escuela Charter</b>	<b>Contacto para Educación Especial</b>	<b>Numero de Teléfono</b>
<b>Academy of Personalized Learning</b>	Jean Hatch	(530) 247-6933
<b>ACE Charter Schools</b>	Sam Duell, Assistant Principal	(408) 295-6008
ACE Charter		
ACE Charter High		
<b>Alpha: Blanca Alvarado Middle</b>	Paige Abramson Hirsch	(408) 455-9242
<b>Alliance College Ready Public Schools</b>	Rebecca Boss, Program Specialist	(626) 390-6318
Christine O'Donovan Middle Academy		
College-Ready Academy High School #16		
College-Ready Academy High School #11		
College-Ready Middle Academy #7		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Dr. Olga Mohan High		
Environmental Science & Technology High		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Marc and Eva Stern Math and Science		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		
<b>ASPIRE Public Schools</b>	Sue Shalvey, SpEd Director	(510) 434-5034
SBC-ASPIRE Alexander Twilight		
SBC-ASPIRE Alexander Twilight Secondary Academy		
SBC-ASPIRE Alexander Twilight College		

Preparatory Academy		
ASPIRE Antonio Maria Lugo Academy		
ASPIRE Benjamin Holt College Prep Academy		
ASPIRE Berkley Maynard Academy		
ASPIRE California College Preparatory Academy		
ASPIRE Capitol Heights Academy		
ASPIRE Centennial College Prep Academy		
SBC-ASPIRE Junior Collegiate Academy		
ASPIRE College Academy		
SBC-ASPIRE APEX Academy		
ASPIRE East Palo Alto Charter School		
ASPIRE East Palo Alto Phoenix Academy		
ASPIRE Eres Academy		
ASPIRE Huntington Park		
ASPIRE Langston Hughes Academy		
ASPIRE Lionel Wilson College Prep Academy		
ASPIRE Millsmont Elementary		
ASPIRE Golden State College Preparatory Academy		
ASPIRE Monarch Academy		
SBC-ASPIRE Port City Academy		
ASPIRE River Oaks Academy		
ASPIRE Rosa Parks Academy		
ASPIRE Summit		
SBC-ASPIRE Titan Academy		
ASPIRE University Charter School		
ASPIRE Vincent Shalvey Academy		
ASPIRE Vanguard College Preparatory Academy		
<b>Bayshore Preparatory Charter School</b>	Dana Lenahan, SpEd Coordinator	(760) 471-0847
<b>California Virtual Academies</b>	Laura Terrazas, Dean of Students	(831) 479-1723
CAVA @ Kern		
CAVA @ Kings		
CAVA @ San Mateo		
<b>Clayton Valley Charter High School</b>	Pat Middendorf, SpEd Director	(925) 682-3800
<b>Coastal Academy</b>	Cori Coffey, SpEd Director	(760) 631-4027
<b>Community Learning Center Schools, Inc.</b>		
Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123

<b>Community School for Creative Education</b>		(415) 378-2743
<b>SBE-Dixon Montessori Charter</b>		(707) 451-3881
<b>SBE- Doris Topsy-Elvord Academy</b>	Marvin Smith, Executive Director	(562) 630-6096
<b>SBE-Edison Charter Academy</b>	Shawn Whitney, Coordinator	(510) 205-9461
<b>Education for Change</b>	Lihi Rosenthal	(510) 326-3844
Achieve Academy		
ASCEND		
Cox Academy		
Lazear Elementary		
Learning Without Limits		
World Academy		
<b>Eleanor Roosevelt Community Learning Center</b>	Angela Mills, Edu. Specialist	(559) 592-9160
<b>Envision Schools</b>	Sabrina Yacoub, SpEd Director	(510) 451-2415
Envision Academy for Arts & Technology		
Envision City Arts & Technology High School		
Envision Metropolitan Arts & Technology High School		
Envision Impact Academy of Arts & Technology		
<b>FAME Charter</b>	Cerrene Cervantes	(510) 687-9111
<b>Fathers Heart Charter School</b>	Edwin Colon, Director	(760) 835-1308
<b>Five Keys Charter Schools, Inc.</b>	Jennifer Zamora	(415) 734-3310
Five Keys Adult School (SF Sheriffs)		
Five Keys Charter (SF Sheriffs)		
Five Keys Independence High School (SF Sheriffs)		
<b>Flex Charter Schools</b>		
SBE-San Francisco Flex Academy	Royce Conner, Principal	(415) 762-8800
Silicon Valley Flex	Jean Southland, Principal	(415) 710-6759
Fortune School	Susan Nisonger, Co-Principal	(916) 924-8633
Hardy Brown College Prep	Howanda Lundy, Principal	(916) 924-8633
William Lee College Prep	Susan Nisonger, Co-Principal	(916) 924-8633
<b>Gilroy Prep</b>	Sharon Waller	(831) 235-0484

<b>Golden Lakes Charter</b>	Pete Fogarty, Principal	(209) 852-9563
<b>Howard Gardner Community Charter</b>	Shannon Richardson, Executive Director	(619) 395-3214
<b>Ingenium Schools</b>		
SBE-Barack Obama Charter School	Chaleese Norman, Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller, Coordinator	(818) 746-3522
<b>iLead Lancaster Charter School</b>	Gris Ibarra	(661) 609-1489
<b>Inland Leaders Charter School</b>	Corey Loomis, SpEd Director	(909) 446-1100
<b>John Adams Academy</b>	Eli Johnson, Principal	(916) 267-8999
<b>KIPP Bay Area Schools</b>	Julie Mattoon, SpEd Director	(510) 465-5477
KIPP Bayview Academy		
KIPP Bridge Charter School		
KIPP Heartwood Academy		
KIPP King Collegiate		
KIPP San Francisco Bay Academy		
KIPP San Jose Collegiate		
KIPP Summit Academy		
<b>Leadership Public Schools</b>	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
LPS College Park (Oakland)		
LPS Hayward		
LPS Oakland		
LPS Richmond		
LPS San Jose		
<b>Learn 4 Life Concept Schools</b>	Dr. Pat Hill, SpEd Director	(661) 456-0598
Alta Vista Public Charter		
Ambassador Phillip V. Sanchez Public Charter		
Antelope Valley Learning Academy		
Crescent Valley Public Charter		
Crescent View South Charter School		
Crescent View West Charter High School		
Desert Sands Charter High School		
Diego Hills Charter High School		
Diego Valley Charter High School		
Mission View Public School		
Vista Real Charter High School		

<b>SBE-Lifeline Education Charter School</b>	Jeanette Andrews, Director	(310) 605-2510
<b>SBE-Mission Preparatory</b>	Jane Henzerling	(650) 452-4244
<b>North Woods</b>	Jean Hatch	(530) 247-6933
<b>North Woods Discovery II</b>		
<b>Oakland Military Institute College Preparatory Academy</b>	Dara Northcroft, Director of Instruction	(510) 594-3924
<b>Oakland School for the Arts</b>	Sarah Notch	(510) 873-8800
<b>one.Charter</b>	Gabriel Perez	(213) 709-5404
<b>Pacific Technology Schools (Magnolia Foundation)</b>	Kelly Hourigan	
SBC-Pacific Technology School Orangevale		(916) 293-8611
SBC-Pacific Technology School Santa Ana		(714) 557-7002
<b>Paragon Collegiate Academy</b>	Lisa Reese, Principal	(530) 742-2505
<b>Redding School of the Arts II</b>	Jean Hatch	(530) 247-6933
<b>SBE-River Montessori Elementary Charter</b>	Kelly Mannion, Executive Director	(707) 364-8254
<b>Rocketship Public Schools</b>	Genevieve Thomas, Regional Director	(310) 279-6676
Rocketship Discovery Prep		
Rocketship Los Suenos		
Rocketship Mateo Sheedy		
Rocketship Mosaic		
Rocketship Seven Elementary		
Rocketship Si Se Puede		
Rocketship Six Elementary		
<b>Rocklin Academies</b>		(916) 632-6580
Rocklin Academy Meyers		
Rocklin Academy Turnstone		
SBE-Western Sierra Collegiate Academy		



<b>San Diego Charter Schools Special Education Consortium</b>	Cindy Atlas, Executive Director	(619) 564-0209
Einstein Academy		
Albert Einstein Academy Charter Middle		
Arroyo Paseo Charter High School		
Darnall Charter School		
Gompers Preparatory Academy		
Harriet Tubman Village Charter		
Keiller Leadership Academy		
King Chavez Preparatory Academy		
King Chavez Community High School		
King Chavez Academy of Excellence		
King Chavez Primary Academy		
King Chavez Athletics Academy		
King Chavez Arts Academy		
KIPP Adelante		
Learning Choice Academy		
Magnolia Science Academy San Diego		
Magnolia Science Academy San Diego 3		
McGill School of Success		
Preuss School UCSD		
Urban Discovery Academy Charter		
<b>San Joaquin Building Futures</b>	Sheila Goulart, Director	
<b>Santa Clarita Valley International Charter School</b>	Gris Ibarra	(661) 609-1489
<b>St Hope Public Schools</b>	Jaclyn Moreno, Director SpEd	
Oak Park Preparatory Academy		(916) 275-5800
PS7		(916) 649-7850
Sacramento Charter High School		
<b>Stockton Collegiate International</b>	Katherine Luu, Admin. Special Education	(209) 390-9861
Stockton Collegiate International Elem.		
Stockton Collegiate International Secondary		
<b>Summit Public Schools</b>	Linda Odde	(650) 773-2438
Summit Public School: Rainier		
Summit Public School: Tahoma		
<b>Sunrise Middle School</b>	Teresa Robinson, Director	(408) 206-4779

<b>SBE-Synergy</b>	Cheryl Townsend, Director	(707) 315-1309
<b>Tri Valley Learning Corporation</b>		
SBE-Livermore Valley Charter School	Stephanie Pavlenko, Resource Specialist	(650) 867-5052
SBE-Livermore Valley Charter		
Preparatory High	Lauren Kelly, Principal	(925) 456-9000
<b>Urban Montessori Charter</b>	Amanda Klein	(415) 637-2785
<b>Yu Ming Charter</b>	Laura Ross, Principal	(415) 999-7180

Si necesita ayuda adicional de su charter o si desea solicitar información general sobre el programa de educación espécial(s) y servicio(s) dentro del Condado de El Dorado Educación Especial (SELPA); usted puede comunicarse con el SELPA en 530-295-2462 o visite el sitio de internet del SELPA: [www.edcoecharterselpa.org](http://www.edcoecharterselpa.org)

## El Condado del Dorado Charter SELPA

### Información de Contacto:

Teléfono de Oficina: 530.295.2462

Teléfono de Fax: 530.676.4337

Dirección de envío: 6767 Green Valley Road, Placerville, CA 95667

Dirección física: 3932 Ponderosa Road, Suite 200, Shingle Springs, CA 95682

### Miembros de personal:

David Toston, SELPA Director Ejecutivo.....dtoston@edcoe.org  
Amy Andersen, Director de Charter SELPA.....aandersen@edcoe.org  
Dubravka Tomazin, Especialista de Programa.....dtomazin@edcoe.org  
Tamara Clay, Especialista de Programa .....tclay@edcoe.org  
Steve Pedego, Especialista de Programa .....spedego@edcoe.org  
Sadie Pinotti, Especialista de Programa.....spinotti@edcoe.org  
Kathleen Hall, Asistente del Programa de Administracion.....khall@edcoe.org  
Angela Chance, Técnico de Programa.....achance@edcoe.org  
Deanna Santana, Soporte Administrativo.....dsantana@edcoe.org  
Pamela Garcia, Soporte Administrativo .....pgarcia@edcoe.org  
Patti Mercer, Soporte Administrativo .....pmercerc@edcoe.org  
Dani Aposhian, Soporte Administrativo .....daposhian@edcoe.org

## **DEFINICIONES**

**Educación Física Adaptada:** Un programa individual de actividades de desarrollo, juegos, deportes, y los ritmos adecuados a los intereses, capacidades y limitaciones de los estudiantes con discapacidades que no pueden de forma segura participar sin restricciones en las actividades vigorosas del programa de educación física general.

**Asesor:** Cualquier persona que apoya la causa de una persona con discapacidades, especialmente en los procedimientos judiciales o administrativos o foros públicos.

**Déficit de Atención de Hiperactividad (ADHD):** Categoría de diagnóstico de la Asociación Americana de Psiquiatría para una condición en la que un niño presenta desarrollo a la falta de atención inapropiada, impulsividad, y hiperactividad.

**Procesamiento Auditivo:** La capacidad de comprender y utilizar la información que se escucha, ambas palabras, así como otros sonidos sin palabras.

**Autismo:** Un término que se aplica a los niños que presenten las características del autismo, un trastorno grave, caracterizado por la incapacidad de comunicarse a través del discurso significativo y la incapacidad para desarrollar relaciones con otras personas debido a la retirada.

**El Desorden de la Conducta:** Una discapacidad caracterizada por un comportamiento que difiere notablemente y crónica de las actuales normas sociales o culturales y afecta adversamente el desempeño educativo.

**Plan de Intervención de Comportamiento:** Efectivo 20 de Mayo de 1993, cualquier estudiante con un Programa de Educación Individualizada (IEP), que presenta un problema grave de comportamiento que interfiere significativamente con la aplicación de las metas y objetivos en el IEP del estudiante debe tener un plan de intervención de comportamiento (BIP), desarrollado por un equipo de IEP con un administrador de intervenciones de comportamiento. El plan de intervención debe ahora convertirse en una parte del IEP en las secciones 3001 y 3052 en el Título 5, Código de Regulaciones. Estas secciones ponen bajo mandato de que los intentos de cambio de conducta graves resulten en cambios positivos; proporcionar acceso más grande a servicios comunales, sociales y eventos públicos; que los cambios no causen dolor o trauma, y que las intervenciones de respetar la dignidad y la privacidad de el individuo. En el caso de una emergencia de comportamiento, los procedimientos ahora son definidos para repuestas de emergencia.

**Modificación de Comportamiento:** La aplicación sistemática de los procedimientos derivados de los principios de comportamiento (por ejemplo, el refuerzo) para lograr los cambios deseados en el comportamiento.

## Definiciones (*cont.*)

**Objetivos de Comportamiento:** Una declaración precisa de medir lo que el estudiante se espera lograr, incluyendo las condiciones bajo las cuales el alumno lograra y los criterios para medir el objetivo.

**Plan de Apoyo de Conducta:** IDEA requiere que el equipo del IEP enfrente a “la conducta que impide su aprendizaje o el de los demás” (IDEA Sección 614(d)(2)(B) ), y la Regulación Federal señala además que “las intervenciones de comportamiento positivo, estrategias y apoyos” deben ser consideradas como ayudas y apoyos suplementarios si es necesario. Un Plan de Apoyo de Conducta se recomienda para un estudiante que tiene dificultades con problemas de comportamiento, incluso después de apoyos positivos se ponen en su lugar en el ambiente menos restrictivo. Está diseñado para ser una intervención antes de Plan de Intervención de Comportamiento (BIP) en el Código de Educación de California. (Hughes Bill)

**Coordinación de Casos:** Un servicio que ayuda a los estudiantes/clientes para obtener y coordinar los recursos de la comunidad, tales como ayudas a la renta, educación, vivienda, atención medica, tratamiento, preparación profesional y la recreación.

**Parálisis Cerebral:** Deterioro en los movimientos causados por daño cerebral, que puede ser causado durante el periodo prenatal o durante el proceso del parto. Puede implicar una variedad de síntomas y diferentes niveles de severidad. No se puede curar, ni progresar.

**Departamento de Rehabilitación:** Una agencia estatal que compra los servicios, a través de los programas de Rehabilitación y Habilidadación, que se refieren a aspectos relacionados con el trabajo de una persona.

**Instrucción y Servicios Designados (DIS):** (También conocido como los servicios relacionados) Instrucción especializada y/o servicios de apoyo identificadas a través de una evaluación por escrito y en un IEP como sea necesario para que un niño beneficiar de la educación especial (por ejemplo, terapia de discurso/idioma, servicios de visión bajos, especialista vocacional, etc.)

**Discapacidad:** Técnicamente, se refiere a la reducción de la función o la perdida de una parte del cuerpo o un órgano particular. En práctica, la discapacidad es utilizada para describir un deterioro mental o físico que limita nuestra capacidad de funcionar.

**Síndrome de Down:** Una anomalía cromosómica que de vez en cuando causa moderado a severo retraso mental, junto con ciertas características físicas como una grande lengua, problemas cardiacos, el tono muscular deficiente, y un puente plano ancho de la nariz.

**Debido Proceso:** Conjunto de pasos y procedimientos legales llevadas a cabo de acuerdo con las normas y principios, diseñado para proteger los derechos constitucionales y legales de una persona.

## Definiciones (cont.)

**Dislexia:** Un deterioro en la capacidad de lectura o la capacidad parcial de leer; de vez en cuando asociados con la disfunción cerebral o disfunción cerebral mínima. Una persona con esta condición no entiende claramente lo que él/ella lee. Un término mas genérico de los problemas de aprendizaje como la dislexia es la discapacidad de aprendizaje.

**Trastornos emocionales(ED):** Uno o más de un conjunto de características que afectan negativamente el desempeño educativo; las características incluyen la incapacidad para aprender que no puede ser de otra manera ser explicada; una incapacidad para construir o mantener las relaciones interpersonales; conductas o sentimientos inadecuados; depresión; o fobia de la escuela.

**Educación Publica Gratuita y Apropiaada (FAPE):** Una educación publica gratuita y apropiada es proporcionado por la escuela pública primaria o secundaria, que incluye la educación general o especial y las ayudas y servicios que son: 1) diseñado para satisfacer las necesidades educativas individuales de las personas con una discapacidad tan adecue menté como las necesidades de una persona sin discapacidades 2) se baso sobre la adherencia a la evaluación, la colocación y requisitos procesales de medida de protección.

**Síndrome de Alcoholismo Fetal (FAS):** Una condición a veces se encuentra en los recién nacidos de madres alcohólicas; puede implicar bajo peso al nacer, retraso del desarrollo, cardíaca y/o la integridad física, y otros defectos físicos.

**Habilitación:** El proceso mediante que los individuos son asistidos en la adquisición y el mantenimiento de las habilidades que permiten que ellos se enfrenten mas efectivamente con sus necesidades y circunstancias personales de sus ambientes, y para esforzarse por alcanzar su potencial físico, mental y social.

**Personas con problemas auditivos:** Describe a cualquiera que tenga un pérdida auditiva significativa como para requerir la formación de educación especial, y las adaptaciones o, incluye sordos o condiciones para oír.

**Inclusión:** La plena inclusión se refiere a la inclusión de un estudiante con necesidades especiales en una clase apropiada para su edad de educación general en la escuela del barrio de los estudiantes. El estudiante se mueve con sus compañeros a los grados siguientes. Todos los servicios relacionados se proporcionan en el aula de educación general a través de un enfoque de colaboración, excepto donde la privacidad es un problema. Plan de estudios puede ser currículo de distrito central como para los otros estudiantes o plan de estudios básico modificado para proporcionar asistencia física, contenido adaptado y/o el material, plan de varios niveles, el plan que superpone (misma actividad, mismos objetivos) o plan suplente.

## Definiciones (cont)

**Plan de Individualizado de Educación (IEP):** Una prescripción escrita educativa desarrollada por una escuela para cada niño con una discapacidad. Un IEP debe contener:

- Los niveles de rendimiento educativo
- Los objetivos educativos anuales y objetivos de corto plazo
- El programa intensivo de educación y servicios relacionados que se proporcionaran al niño.
- Le medida en que el niño participara en el programa de educación general con niños sin discapacidades

**Plan de Servicios Familiares Individualizado (IFSP):** Un requisito del PL 99-457, Las Enmiendas de Educación de Niños con Discapacidades de 1986, para la coordinación de los servicios de intervención temprana para bebés y niños pequeños con discapacidades. Similar al IEP en que es requerido para todos los niños en edad escolar con discapacidades que las familias desean recibir “Early Start” (Educación Especial) servicios de California.

**Plan de Programa Individualizado (IPP):** Un registro de programa y servicios prestados por los Centros Regionales que se revisa anualmente (por ejemplo, servicios de relevo, la formación y manejo de conducta, etc)

**Plan de Servicios Individualizado (ISP):** Un plan que ofrece a los padres cuyos hijos califican para los servicios de educación especial bajo IDEA, pero que se niegan los servicios de educación especial en las escuelas públicas. Servicios de Lenguaje y visión se ofrecen en un ISP para aquellos estudiantes que califican dentro del SELPA del Condado de El Dorado.

**Plan de Transición Individualizado (ITP):** Un plan articulado, diseñado entre agencias educativas para facilitar la transición de un estudiante de la escuela al empleo y una vida de adulto. El IEP/ITP aborda aspectos críticos de la transición del estudiante, incluyendo las metas de empleo, colocación residencial, guardián, el transporte, vida independiente y ayuda para la renta. Un ITP se debe hacer en relación con un IEP para todos los estudiantes que tienen 16 años de edad y mayores.

**Integración:** La integración se refiere a la inclusión y la interacción de los alumnos con necesidades especiales en un programa apropiada para su edad de educación general y/o en el aula de la que son capaces de obtener beneficios educativos en una variedad de áreas, incluyendo las habilidades sociales, las habilidades de interacción, comunicación y lenguaje, habilidades en el aula, la vida independiente/aptitudes profesionales, y habilidades académicas. La integración es un proceso en curso relacionadas con las necesidades individuales de los estudiantes

## Definiciones (*cont*)

**Problema de Aprendizaje (LD):** La falta de progreso en comparación a la capacidad en un área específica en el aprendizaje(s) dentro de la gama de logro de individuos con capacidad mental comparable. La mayoría de las definiciones acentúan un desorden básico en proceso psicológicos implicados en la comprensión y utilizando el idioma hablados o escritos.

**Ambiente Menos Restringido (LRE):** Un concepto expresado por los tribunales en la década de 1970, obligando de que cada persona con discapacidades debe ser educado o se sirve en la mayoría de la “normal” atmosfera. Esto llevo al concepto y la práctica de la integración.

**Legalmente Ciego:** La agudeza visual de 20/200 o menos en el mayor ojo después de la mayor corrección posible con gafas o lentes de contacto, a la visión restringida a un campo e 20 grados o menos. La agudeza de 20/200 significa que el ojo puede ver claramente en 20 pies lo que el ojo normal puede ver a 200.

**Integración:** Un término que se refiere al período predefinido de tiempo durante el cual un estudiante de educación especial participa en actividades de educación general, sea académico o no (por ejemplo, matemáticas, lectura, almuerzo, recreo y arte).

**Enfermedad Mental:** Una condición que resulta en el pensamiento, sentimiento y comportamiento desviado a un grado que causa dificultades para adaptarse a la vida.

**Terapia Ocupacional:** Un profesional que planea y/o entrega las actividades de instrucción y materiales para ayudar a los niños y los adultos recibe un beneficio educativo de los objetivos de educación especial.

**Instrucción cuando están Trabajando:** Un método de enseñar a los estudiantes con una discapacidad habilidades de trabajo específicos mediante la asignación de los puestos de trabajo de parte de un día o algunas veces un día completo.

**Impedimento Ortopédico:** Cualquier discapacidad causada por trastornos del sistema musculó esquelético.

**Terapia Física:** Un profesional entrenado para ayudar a las personas con discapacidades desarrollar y mantener la capacidad muscular y ortopédica.

**Especialista del Programa:** Un Especialista del Programa es un especialista que posee una credencial valida de educación especial, las credenciales de servicios de salud, o una autorización de psicóloga escolar, y que tiene la formación avanzada y experiencia relacionada en la educación de las personas con necesidades especiales y un conocimiento especializado, en el fondo de los servicios de educación especial.



## Definiciones (cont)

**Centro/Programa Regional de Ocupación (ROC/P):** El concepto de ROC/Ps origino con la medida del Senado 1379 y fue promulgada como ley por la Legislatura de California en 1963. Estos centros y programas se formaron para proporcionar instrucción profesional y ocupacional relacionada con el logro de habilidades para que sean preparados para el empleo.

**Rehabilitación:** Un programa de servicio social diseñado para enseñar a una persona con recién discapacidades habilidades básicas necesarias para la independencia.

**Departamento de Rehabilitación:** Departamento de Rehabilitación es un organismo estatal compran servicios a través de los Programas de Readaptación Profesional y Rehabilitación, que se refieren a aspectos relacionados con el trabajo de desarrollo de una persona.

**Especialista de Programas de Recurso (RSP):** Los estudiantes colocados en este programa pueden ser “retirado” de la clase general para asistencia especial durante periodos del día o semana y son impartidos pos especialistas acreditados de educación especial de recursos o Asistentes de Instrucción, o pueden recibir asistencia en el aula de educación general.

**Sección 504:** Bajo la Ley de Rehabilitación de 1973, esta articulo prohíbe la discriminación contra las personas con discapacidades en el empleo y otros campos. Un conjunto de regulaciones (Registro Federal, Mayo 4, 1977) se estableció en un esfuerzo para asegurar sus derechos civiles.

**Clase de Día Especial (SDC):** Una clase autónoma en la que solo los estudiantes que requieren instrucción de educación especial para más de %50 están matriculados.

**Educación Especial:** El arreglo de planificación individual y un seguimiento sistemático de los factores físicos, equipos y materiales especiales, procedimientos de enseñanza, y otros intervenciones destinadas a ayudar a los estudiantes con necesidades especiales lograr el máximo posible la autonomía personal y el éxito en la escuela y la comunidad.

**Área Local del Plan de Educación Especial (SELPA):** El área de servicio cubierta por el plan local desarrollada bajo la subdivisión (a) (b) o (c) de la Sección 56170 del Código de Educación. Puede estar compuesto por uno o más distritos escolares o en las oficinas del condado, que pueden optar a unirse en la planificación y prestación de servicios de educación especial para niños dentro de sus fronteras.

**Comité Consultivo de la Comunidad para Educación Especial(CAC):** Un comité de padres y tutores, incluyendo a los padres y tutores de las personas con necesidades especiales, y los representantes de las escuelas y agencias de la comunidad creada para asesorar a la SELPA sobre el desarrollo y revisión de los programas en el plan integral de agencias locales.

## Definiciones *(cont)*

**Discapacidad de Aprendizaje (SLD):** Una discapacidad que consiste en una discrepancia severa entre la habilidad intelectual y el rendimiento académico debido a un desorden en uno o más de los procesos psicológicos básicos y no es principalmente el resultado de discapacidades visuales, auditiva o de motor, retraso mental, o de desventajas ambientales, culturales o de económicos

**Equipo de Estudio para Estudiante (SST):** Un proceso de educación general diseñado para hacer modificaciones previas en el seno del programa general de educación de un estudiante que no está teniendo éxito en las (a veces referido como “Equipo de Éxito Estudiantil)

**Transición:** La transición es un proceso intencional, organizada y orientada a la obtención de resultados diseñado para ayudar a mover a los estudiantes de educación especial de la escuela al empleo y una vida de adulto. Resultados de los estudiantes incluyen un empleo significativo, una educación, y/o la participación en la comunidad.

**Lesión Traumática Cerebral:** Termino utilizado en la practica profesional, se aplica solo a la persona con la lesión cerebral causada por una fuerza física externa. No se aplica a las lesiones causadas por cosas internos tales como infecciones, tumores, la fiebre, la exposición a sustancias toxicas, o ahogamiento. Rendimiento de la Educación puede cumplir los criterios de una de las categorías de discapacidad, tales como “otros impedimento de salud”, “discapacidad especifica del aprendizaje” o “múltiples discapacidades”.

**Programa de WorkAbility:** Programa que promueve la vida independiente y ofrece una formación integral de pre-empleo, empleo y servicios de seguimiento para los jóvenes de educación especial que están haciendo la transición de la escuela al trabajo, la educación post-secundaria o de formación.



## 504 Eligibility Determination

### STUDENT INFORMATION

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_  
School: \_\_\_\_\_ DOB: \_\_\_\_\_ Student ID# \_\_\_\_\_  
Teachers (s): \_\_\_\_\_

**PURPOSE OF MEETING:** ☐ Initial Plan ☐ Review **MEETING DATE:** \_\_\_\_\_

### Due Process Rights

I have received a copy of the *Section 504 Due Process Rights*.

Signature: \_\_\_\_\_ Parent/Guardian Date \_\_\_\_/\_\_\_\_/\_\_\_\_

### 504 SCHOOL - TEAM COMPOSITION

The Section 504 school-based team must be composed of a group of persons, including persons knowledgeable about the student, the meaning of evaluation data, and placement/accommodations options.

Name/ Title

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### DATA/INFORMATION REVIEWED

In determining eligibility, the Section 504 school-based team will review various sources of available information (indicate each one used).

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Aptitude or achievement tests | <input type="checkbox"/> Student health records | <input type="checkbox"/> IEP team decision results |
| <input type="checkbox"/> Report cards                  | <input type="checkbox"/> Educational records    | <input type="checkbox"/> Information from parents  |
| <input type="checkbox"/> Teacher reports               | <input type="checkbox"/> Medical reports        | <input type="checkbox"/> Other _____               |
| <input type="checkbox"/> Observations                  | <input type="checkbox"/> Psychological reports  | <input type="checkbox"/> Other _____               |
| <input type="checkbox"/> Student attendance            | <input type="checkbox"/> Developmental reports  | <input type="checkbox"/> Other _____               |



## PART I: DETERMINATION OF IMPAIRMENT

To be eligible under Section 504, a student must have a physical or mental impairment as recognized by the DSM-IV or other medical resource that is not otherwise specifically excluded under 504/ADA regulations.

CHECK ALL THAT APPLY

### A. 1. Physical Impairment:

- |  |   |
|--|---|
| <input type="checkbox"/> No physical impairment or condition | <input type="checkbox"/> A physical impairment or condition |
| <input type="checkbox"/> A cosmetic disfigurement            | <input type="checkbox"/> an anatomical loss                 |

2. If the student has a physical impairment or condition, what body system is affected?

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> neurological        | <input type="checkbox"/> musculoskeletal | <input type="checkbox"/> special sense organs |
| <input type="checkbox"/> cardiovascular      | <input type="checkbox"/> digestive       | <input type="checkbox"/> genito-urinary       |
| <input type="checkbox"/> hemic and lymphatic | <input type="checkbox"/> skin            | <input type="checkbox"/> Other: _____         |

3. Identify the supporting documentation by title, author, and date, and **attach a copy**.

Title\_\_\_\_\_ Author\_\_\_\_\_ Date \_\_\_\_\_

### B. 1. Mental or Psychological Disorder:

- |  |   |
|--|---|
| <input type="checkbox"/> No mental or psychological disorder | <input type="checkbox"/> Organic Brain Syndrome |
| <input type="checkbox"/> Emotional or Mental Illness: _____  | <input type="checkbox"/> ADHD                   |
| <input type="checkbox"/> Other: _____                        |   |

2. Identify the supporting documentation by title, author, and date, and **attach a copy**.

Title\_\_\_\_\_ Author\_\_\_\_\_ Date \_\_\_\_\_

## PART II: MAJOR LIFE ACTIVITY (ACTIVITIES) AFFECTED BY THE IMPAIRMENT

CHECK ALL THAT APPLY

A. If the student has been found (in Part 1) to have either a physical or a mental impairment, check all the major life activities affected by the impairment:

- |  |  |  |                                       |
|--|--|--|---------------------------------------|
| <input type="checkbox"/> Seeing  | <input type="checkbox"/> Hearing           | <input type="checkbox"/> Walking             | <input type="checkbox"/> Learning     |
| <input type="checkbox"/> Reading   | <input type="checkbox"/> Concentrating     | <input type="checkbox"/> Thinking            | <input type="checkbox"/> Sleeping     |
| <input type="checkbox"/> Bowel Functions                                       | <input type="checkbox"/> Bladder Functions | <input type="checkbox"/> Digestive Functions | <input type="checkbox"/> Eating       |
| <input type="checkbox"/> No major life activity is affected by the impairment. |  |  | <input type="checkbox"/> Other: _____ |

B. Identify the supporting documentation by title, author, and date, and **attach a copy**.

Title\_\_\_\_\_ Author\_\_\_\_\_ Date \_\_\_\_\_

## PART III: SUBSTANTIAL LIMITATION

The Section 504 school-based team now compares the student's performance on the major life activity to that of



the average student in the general population. The restriction must be evident for a duration of no less than six months.

Discount from the analysis any sub-par performance due to other factors, such as lack of motivation, and the immediate situation or environment. Use the average student in the general population as the frame of reference for comparison.

Indicate on the following scale the specific degree that the impairment (in Part I) limits the major life activity (in Part II) and fill in the explanation of this determination by the team:

\_\_\_\_ (5) Extremely    \_\_\_\_ (4) Substantially    \_\_\_\_ (3) Moderately    \_\_\_\_ (2) Mildly    \_\_\_\_ (1) Negligibly

NARRATIVE EXPLANATION OF THE TEAM'S SUPPORTING EVIDENCE (continue in comments section if more space is required):

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**If the impairment limits the major life activity either extremely OR substantially, the student meets the requirements for Part III.**

#### **PART IV: ELIGIBILITY DETERMINATION**

\_\_\_\_ **The student MEETS requirements for ALL parts of this evaluation and IS eligible under Section 504.**

\_\_\_\_ **The student DOES NOT MEET requirements of for ALL parts of this evaluation and IS NOT eligible under Section 504.**

#### **PART V: FOLLOW-UP**

- ☐ A. For any student found eligible in Part IV, the Section 504 school-based team develops a Section 504 plan to meet that student's needs.
- ☐ B. For any student not found eligible under Section 504, the Section 504 team makes appropriate recommendations to address that student's identified needs through the SST or RtI process. (Record in COMMENT section below.
- ☐ C. Student had a 504 previously and is no longer found to continue eligibility for 504 accommodations. The 504 plan is removed. The Section 504 team makes appropriate recommendations to address the student's identified needs through the SST or RtI process. (Record in COMMENT section below).
- ☐ D. The parents should be given a copy of the Section 504 Due Process Rights. (Attach the tear-off section with the parent's signature to this form.)

#### **PART VI: REVIEW DATE**

504 Plan Review scheduled for: \_\_\_\_\_ (not to be more than 1 calendar year from last review)

504 Evaluation scheduled for: \_\_\_\_\_ (not to be more than 3 calendar years from last evaluation)

**COMMENTS:**

**SIGNATURES**

\_\_\_\_\_  
Principal or Designee                      Date

\_\_\_\_\_  
Parent    Date

\_\_\_\_\_  
Parent or Other                              Date

\_\_\_\_\_  
Student or Other                              Date

\_\_\_\_\_  
Teacher    Date

\_\_\_\_\_  
Teacher    Date

\_\_\_\_\_  
Teacher or Other                              Date

\_\_\_\_\_  
Teacher or Other                              Date

# 504 TALKING POINTS

PAGE 1 of 7

## Section 504 – Protection Against Discrimination

No otherwise qualified individual with a disability ... Shall, solely by reason of his or her handicap., be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

29 USC ' 974

Discrimination is the exclusion from participation in, the denial of benefits or, any program or activity receiving or benefiting from federal financial assistance. Students may not be denied participation in or be denied benefit from services that are afforded nondisabled students.

34 CFR ' 104.4

## Equal Education Opportunities

34 CFR ' 104.4

An appropriate education is a program designed to meet the individual educational needs of individuals with disabilities as adequately as the needs of nondisabled students are met.

## ADA Amendments Act of 2008

Effective January 1, 2010

- Reverses effect of Supreme Court decisions
- Envisions a broad umbrella of coverage
- Lowers bar for showing that an impairment substantially limits
- Makes clear that eligibility for impairments that are episodic or are in remission is based on a substantial limitation when active
- Prohibits consideration of mitigating measures
- Clarifies third prong, “regarded as,” definition of a person with a disability
- Makes clear that reasonable accommodations are not required for persons regarded as disabled
- Makes clear that minor and transitory impairments are not protected disabilities

## IDEA and Section 504 Comparison

### IDEA

- Funding statute
- Discrete categories of disabilities
- Procedural Due Process
- “Pure” Section 504 children are not covered under IDEA

### Section

- Non-funding statute
- Broadly defines disabled children
- Procedural Due Process
- All IDEA children are covered by Section 504

### IDEA

- IEPs reasonable calculated to convey educational benefit
- Consent for placement
- Annual review
- Child find
- Consent for evaluation
- Re-evaluations
- LRE
- IEP team
- Special education
- Culture, economic & environment
- Discipline - Manifestation

### Section

- Meet the needs of disabled students as adequately as the needs of non-disabled are met.
- No consent for placement
- No annual review
- Child find
- Consent for evaluation
- Re-evaluations
- LRE
- Placement team
- Special education
- Culture, economic & environment
- Discipline - Manifestation

### **Administration and Enforcement**

- Section 504 of the Rehabilitation Act of 1973 is administrated by the U.S. Department of Education's Office of Civil Rights
- State departments of education have no enforcement authority for issues arising under Section 504
- Local districts must identify the person responsible for ensuring compliance
- Section 504 provides procedural safeguards

### **Grievance Procedures**

34 CFR ' 104.7

School districts shall:

- Designate at least one person to coordinate its compliance
- Adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging discrimination

### **Procedural Safeguards**

34 CFR ' 104.36

- Notice regarding identification, evaluation or education placement
- Opportunity to examine relevant records
- Impartial hearing
- Opportunity for participation by parents
- Representation by legal counsel
- A review of procedure
- Compliance with IDEA procedures is one means of meeting the 504 requirements



## **When to Consider a Referral**

Consider a referral when:

- A parent makes a request for an evaluation or for a 504 plan
- Suspension or expulsion is being considered
- Academic performance is lower than expected
- A student is evaluated and is not IDEA eligible
- Student exhibits an on-going medical problem
- Students enroll with a 504 plan from another district
- An impairment of any kind is suspected
- A student is chronically absent due to medical/health issues
- A student receives medication on school grounds
- A student formerly found not eligible due to mitigating measures

**Handicapped person** means any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities
- Has a record of such an impairment
- Is regarded as having such an impairment

## **Mental and Physical Impairments**

34 CFR ' 104.3(j)(i)

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory. Including speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hemic and lymphatic, skin and endocrine; OR

Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

## **Substantial Limitation**

29 CFR ' 1630.2(j)(2)

Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform the same major life activity. [*Note: Significantly may be replaced with to a large extent; considerably; greatly; noticeably.*]

## **Major Life Activities**

34 CFR ' 104.3(j)(2)(ii) amended by the ADAAA of 2008

“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The ADAAA added: reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating and the operation of a major bodily function such as the immune system, normal cell growth, digestive, bowel, bladder functions.

### **Cultural, Environmental and Economic Factors**

34 CFR ' 104 Appendix A: Analysis of Final Regulation

“The first of the three parts of the definition (of a disabled person) specifies that only physical and mental disabilities are included. Thus, environmental, cultural, and economic disadvantages are not themselves covered.”

- Homelessness
- Migrant
- ESL
- Poverty
- Transiency
- Divorce
- Death of a family member/  
other family crisis
- Military deployment

### **Mitigating Measures**

ADA Amendments Act of 2008

- Many students who come before the 504 team are taking prescribed medication to mitigate the effects of the impairment.
- The correction effects of mitigating measures cannot be considered in determining whether or not a person is disabled.

## **PROCEDURE**

### **Assemble the Placement Team**

34 CFR ' 104.3(c)(3)

Ensure that the placement decision is made by a group of persons:

- Including persons knowledgeable about the child,
- The meaning of the evaluation data, and
- Knowledgeable of placement options.

## Evaluation and Placement

34 CFR ' 104.35(b)

### Evaluation must be

- Validated for their intended use
- Administered in conformance with instructions provided by the producer
- Tailored to assess specific areas of educational need
- Accurately reflect the student's aptitude or achievement level, etc., rather than sensory deficits, e.g., impaired sensory, manual, or speaking skills.

### Examples

- Scholastic record
- Report cards
- Work samples
- State assessment results
- Psychological evaluation
- Norm referenced educational assessments
- Curriculum-based assessment
- Structured academic & behavioral interventions
- Social and health history
- Information provided by parent
- Teacher anecdotal notes, impressions and charting data.

## Criteria for Appropriate Services

34 CFR ' 104.33(b)(1)

- Designed to address specific major life activities/major bodily functions in which a substantial limitation is documented.
- Designed to meet individual educational needs of handicapped persons as adequately as the needs of nondisabled students are met.

## Guidelines for Accommodations

34 CFR ' 104.33(b)(1)

- Ensure the service, accommodation or adjustment is supported by evaluation data
- Write clear and specific accommodations
  - | Leaving no room for interpretation
  - | Avoid open-ended accommodations
  - | Avoid giving teachers discretion to implement

- Accommodations for state assessment must be used regularly in the instructional program

Ensure teachers understand the accommodations

- | Clarify terminology, e.g., preferential seating, extended time, etc.
- | Provide training, if necessary
- | Develop a teacher accountability protocol

### **Section 504 Re-Evaluation**

34 CFR ' 104.35(d)

- The District must establish re-evaluation procedures.
- The re-evaluation must be conducted on a periodic basis.
- A re-evaluation procedure consistent with the special education re-evaluation requirement is one way of meeting this requirement.
- Conduct a re-evaluation prior to any significant change of placement.

### **Discipline**

OCR: Long-Term Suspension or Expulsion, 1988

- A handicapped student may not be suspended for more than ten days without a manifestation determination being completed (determination that misconduct is not caused by the disability).
- The determination is made by the Section 504 team.
- The manifestation determination is a re-evaluation.
- Must take into account recent evaluation data that provides an understanding of the student's current behavior.
- The 504 team may modify the current educational placement when the misconduct is directly caused by the disability, if appropriate, an alternative educational placement.
- The principal may initiate normal disciplinary procedures of handicapped under Section 504 & the ADA.

### **Discipline and Substance Abuse**

OCR: Staff Memo, 1991, 17 IDELR 609

- Current drug users are excluded from the definition of handicapped under Section 504 & the ADA.
- Current drug and alcohol users are subject to the same disciplinary action to the extent applied to non-handicapped students for similar code of conduct infractions.



## **DUE PROCESS SAFEGUARDS INFORMATION**

The following is a summary of the rights granted by federal law to students with disabilities who qualify under Section 504. If your child qualifies under Section 504, you have the right to:

1. Have your child take part in, and receive benefits from, public education programs without being discriminated against on the basis of her/his disability;
2. Receive notice with respect to identification, evaluation, reevaluation, or placement/program decisions involving your child;
3. Have your child receive a free appropriate public education. This includes the right to be educated with students who do not have disabilities to the maximum extent appropriate;
4. Have your child afforded an opportunity, equal to that of students who do not have a disability, to participate in school programs and extracurricular activities sponsored by the school;
5. Have identification, evaluation, and placement/program decisions made based upon information from a variety of sources, and by persons who know the needs of the student, the meaning of evaluation data, and placement/program options;
6. Examine your child's educational records and obtain a copy of those records pursuant to law;
7. Seek resolution of issues if you are dissatisfied with any decision regarding the identification, evaluation, or placement/program of your child. You may request a Section 504 review by contacting the compliance Officer at SHPS; or you may request a Section 504 hearing by an impartial hearing officer by contacting the compliance officer. The hearing provides an opportunity for participation by the parents and/or student and representation by counsel. Either party may appeal the decision of the hearing officer and request a review of that decision. In addition, you may contact the Office of Civil Rights in the U.S. Department of Education. The person who is responsible for ensuring St. HOPE Public Schools compliance with Section 504 is the Director of Special Education, 2315 34<sup>th</sup> Street, Sacramento, CA 95817. Telephone: 916-275-5800.

## **DEFINITIONS**

### **MENTAL OR PHYSICAL IMPAIRMENT**

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive, digestive, genitor-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

### **MAJOR LIFE ACTIVITIES**

Functions such as learning, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, and working.

### **SUBSTANTIALLY LIMITS**

(1) Unable to perform a major life activity that the average student in the general population can perform; or (2) significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared with the condition, manner, or duration under which the average student in the general population can perform the same major life activity.



## FAQ's

### **What is Section 504?**

Section 504 is part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of non-disabled students.

Section 504 states: "No otherwise qualified individual with a disability in the US...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." [29 U.S.C. 794(a), 34 C.F.R. 104.4(a)]

### **Who is covered under Section 504?**

To be covered under Section 504, a student must be qualified (basically of school age) and be determined to be an individual with a mental or physical impairment that substantially limits one or more major life activities.

#### **Mental and Physical Impairments** 34 CFR ' 104.3(j)(i)

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory. Including speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hemic and lymphatic, skin and endocrine; OR Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

#### **Substantial Limitation** 29 CFR ' 1630.2(j)(2)

Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform the same major life activity. [*Note: Significantly may be replaced with to a large extent; considerably; greatly; noticeably.*]

**Major Life Activities** 34 CFR ' 104.3(j)(2)(ii) amended by the ADAAA of 2008 "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The ADAAA added: reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating and the operation of a major bodily function such as the immune system, normal cell growth, digestive, bowel, bladder functions.

### **Who decides whether a student is qualified and eligible for services under Section 504?**

According to federal regulations, "...placement decision are to be made by a group of persons who are knowledgeable about the child, the meaning of evaluation data, placement options, least restrictive environment requirements, and comparable facilities" [34 C.F.R. 104.35 (c)(3)]

Unlike Special Education, the federal government regulations do not require parents to be a part of the decision –making committee. SHPS policy requires that parents be invited to attend 504 meetings that pertain to their child. SHPS also asks parents to contribute any information that they may have that would be helpful to the 504 team in making their determination.



### **What information is used in doing an evaluation under Section 504?**

The 504 Team can look at a variety of information sources, including formal testing, but under Section 504, no formalized testing is required. Other information sources can include, but are not limited to, grades over the past several years, teacher's reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information. Schools have to consider a variety of sources.

A single source of information (such as a doctor's report) cannot be the only information considered when making an evaluation.

### **What types of accommodations will my child receive if determined eligible under Section 504?**

Each child's needs are determined individually. Determination of what is appropriate for each child is based on the nature of their disability and what they need in order to have an equal opportunity to access opportunities when compared to the non-disabled.

There is no guarantee of A's or B's or even that your student will not fail. Students are still expected to produce.

### **If my child is eligible for Section 504 protections, will he or she still be in the regular classroom or will be or she be in a "special class"?**

According to federal regulations, a Section 504 eligible child will always be in the regular classroom unless: "...the student with a disability is so disruptive in a regular classroom that the education of other students is significantly impaired, then the needs of the student with the disability cannot be met in that environment. Therefore, regular placement would not be appropriate to his or her needs and would not be required." 934 C>F>R> 104.34, Appendix A, #24)

### **If I disagree with the school's evaluation will St. HOPE Public Schools pay for an outside independent evaluation?**

Under Section 504, schools are not required to pay for an outside independent evaluation. If a parent disagrees with the school's determination they have certain due process rights. You can ask your school or St. HOPE for a copy of your due process rights at any time.

### **Generally, what are my rights as a parent under Section 504?**

The following is a summary of the rights granted by federal law to students with disabilities who qualify under Section 504. If you child qualifies under Section 504, you have the right to:

1. Have your child take part in, and receive benefits from, public education programs without being discriminated against on the basis of her/his disability;
2. Receive notice with respect to identification, evaluation, reevaluation, or placement/program decisions involving your child;
3. Have your child receive a free appropriate public education. This includes the right to be educated with students who do not have disabilities to the maximum extent appropriate;
4. Have your child afforded an opportunity, equal to that of students who do not have a disability, to participate in school programs and extracurricular activities sponsored by the school;





5. Have identification, evaluation, and placement/program decisions made based upon information from a variety of sources, and by persons who know the needs of the student, the meaning of evaluation data, and placement/program options;
6. Examine your child's educational records and obtain a copy of those records pursuant to law;
7. Seek resolution of issues if you are dissatisfied with any decision regarding the identification, evaluation, or placement/program of your child. You may request a Section 504 review by contracting the compliance Officer at St. HOPE Public Schools; or you may request a Section 504 hearing by an impartial hearing officer by contacting the compliance officer. The hearing provides an opportunity for participation by the parents and/or student and representation by counsel. Either party may appeal the decision of the hearing officer and request a review of that decision. In addition, you may contact the Office for Civil Rights in the U.S. Department of Education. The person who is responsible for ensuring St. HOPE Public Schools compliance with Section 504 is the Director of Special Education, 2315 34<sup>th</sup> Street, Sacramento, CA 95817. Telephone: 916-275-5800.

**What if I have other questions not answered here?**

Please do not hesitate to speak with your school sites 504 Coordinator or contact Donnie Everett for more information.



## Section 504 Accommodation Plan

### STUDENT INFORMATION

Student Name: _____	Grade: _____	Plan Start Date: _____
School: _____	DOB: _____	Student ID# _____
Teachers (s): _____		

### Accommodation Plan

Area of Concern	Accommodation	Progress Monitoring	Person(s) Responsible	Comments



Area of Concern	Accommodation	Progress Monitoring	Person(s) Responsible	Comments

**COMMENTS:**



## SIGNATURES

---

Principal or Designee                      Date

---

Parent    Date

---

Parent or Other                              Date

---

Student or Other                              Date

---

Teacher    Date

---

Teacher    Date

---

Teacher or Other                              Date

---

Teacher or Other                              Date



## ESCUELAS PÚBLICAS DE ST HOPE

### DERECHOS Y GARANTIAS DE LOS PADRES BAJO SECCIÓN 504

#### Como padre, usted tiene el derecho a:

1. Que su hijo/a tome parte y reciba beneficios de programas de educación pública sin discriminación basada en una discapacidad.
2. Que el Distrito lo oriente de sus derechos bajo la ley federal.
3. Proporcionar el consentimiento de padre respecto a identificación, evaluación, o decisión de elegibilidad de su hijo/a.
4. Que su hijo/a reciba una educación pública gratuita y apropiada. Esto incluye el derecho de ser educado con estudiantes sin discapacidades hasta el punto máximo apropiado. También incluye el derecho a que el Distrito proporcione adaptaciones razonables para permitir a su hijo/a con una igual oportunidad para participar en la escuela y en actividades relacionadas con la escuela.
5. Que su hijo/a sea educado en ámbitos educativos y reciba servicios semejante a los que se les proporcionan a estudiantes sin discapacidades.
6. Que la decisiones de elegibilidad y de colocación educativa reflejen una variedad de recursos de información, y por individuos que conocen al estudiante, la información de la evaluación, y las opciones de colocación.
7. Que se le proporcione transporte a un ámbito escolar sin un mayor costo a usted como si el alumno fuera colocado en un programa operado por el Distrito.
8. Proporcione a su hijo/a con una igual oportunidad para participar en actividades no académicas y extracurriculares ofrecidas por el Distrito mediante la provisión de adaptaciones razonables.
9. Examinar todos los registros correspondientes relacionados a las decisiones en cuanto la identificación, evaluación, programa educativo y colocación de su hijo/a.
10. Obtener copias de los registros educativos a un costo razonable a menos que el costo le impidiera el acceso a los registros.
11. Recibir una respuesta del Distrito a una petición razonable acerca de explicaciones e interpretaciones de los registros de su hijo/a.
12. Solicitar una enmienda de los registros educativos de su hijo/a si hay una duda razonable que los registros educativos están incorrectos, falsos o en violación del derecho de privacidad de su hijo/a. Si el Distrito se declina esta petición, se le avisará dentro un tiempo razonable, y aconsejarle de sus derechos a una audiencia.
13. Solicitar una audiencia legal de proceso imparcial relacionado a las decisiones en cuanto a la identificación, evaluación, y colocación educativa de su hijo/a. Usted y su hijo/a pueden tomar parte en la audiencia y tener a un abogado que los represente con un costo propio para usted.
14. Presentar una queja al Distrito cuando usted crea que los derechos de su hijo/a han sido violados. Puede presentar una queja llenando el Formulario de Quejas de la Sección 504 y entregándolo al director de la educación especial o al: 2315 34<sup>th</sup> Street, Sacramento, CA 95817. 916-275-5800.
15. También, tiene el derecho de interponer una demanda ante la Oficina de Derechos Civiles (Office of Civil Rights). La dirección de la Oficina Regional para California es:

U.S. Department of Education  
Office of Civil Rights  
50 Beale Street, Room 7200  
San Francisco, CA 94105  
Teléfono: 415-4865555  
FAX: 415-486-5555



**Oak Park Preparatory Academy**  
CHARTER MIDDLE SCHOOL

FAMILY HANDBOOK  
2014 - 2015

Excel ■ Succeed ■ Lead

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## INTRODUCTION

Welcome to Oak Park Prep! We are thrilled that your family has chosen to become part of our community. The following handbook is intended to provide your family information on Oak Park Prep and its policies. Please note that this handbook is a draft and policies may change. If policies change you will be notified immediately.

### Mission

Oak Park Preparatory Academy educates students in grades seven and eight to **excel** in a rigorous high school, **succeed** at a four-year university, and **lead** in their chosen profession.

### Vision

We are founded upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park Prep's stakeholders are exceptional in *who we are*.

### **We are...**

#### *Hard workers*

Oak Park Prep students and staff spend over nine hours at school every day to ensure that students experience continuous academic growth and success. During those nine hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Everyday Oak Park Prep students receive two-hundred and ten minutes of literacy instruction because we believe that literacy is the most important skill which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

#### *Disciplined leaders*

The Oak Park Prep community believes that a "no excuses" culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.

#### *Accountable stakeholders*

Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.

#### *Achievement-oriented professionals*

Student achievement is Oak Park Prep's bottom line. We believe that numbers don't lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.

#### *Continuously improving scholars*

The phrase "good enough" do not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

Because of who we are, we are also GAP CLOSERS and GAME CHANGERS. We work tirelessly, relentlessly, and with unconditional optimism to produce exemplary academic outcomes for our students and close the achievement gap in our community.

## **Core Values**

Oak Park Prep is characterized by rigorous academics and a college going culture. We strive to build a strong community within the school and work to actively engage our students in their learning. We believe that the more students are invested in school, the less opportunity there will be for disruption. As a result, all school stakeholders agree to operate with PREP values– Prepared, Respectful, Engaged, and Professional. Staff, students, and parents are all expected to be...

### *Prepared*

We come to school with lesson plans and homework completed. We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.

### *Respectful*

All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.

### *Engaged*

When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.

### *Professional*

We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

## **About Our Network - St. HOPE Public Schools**



St. HOPE Public Schools opened its doors in 2003 with a clear vision: to create one of the finest urban pre-kindergarten through 12<sup>th</sup> grade public school systems in America. Our students attend longer school days, are held to high expectations for academics and behavior and focus on preparing to obtain a college degree.

We provide a unique network of schools that guides our students from preschool through high school to college. Students gradually build a foundation of academic achievement, community responsibility and confidence empowering them to become educated leaders within their communities. Our rigorous curriculum has closed the achievement gap and dramatically increased the number of graduates who go on to college.

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. In 2012 88% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal. Because all of our schools share these goals, we also share the Five Pillars which provides the foundation for our schools' academics and culture:

1. *High Expectations*

St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and intrinsic rewards and consequences for academic performance and behavior.

2. *Choice and Commitment*

Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. *More Time*

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. All SHPS, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges.

4. *Focus on Results*

St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. *Power to Lead*

St. HOPE Public Schools trains all students to become leaders and our staff models leadership qualities. Principals are given independent control of staffing and budget decisions and staff members are charged with leading their students to academic success. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.

Please see Appendix B for an overview of all four of our schools

## **Commitment to Excellence Contract**

At Oak Park Prep, we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education and abides by the school's cultural expectations. Parents, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the community.

STUDENT:	
<ul style="list-style-type: none"><li>● Arrive at school on time, in <b>proper uniform</b>, and attend classes prepared to work;</li><li>● Commit myself to achievement all day, every day;</li><li>● Make the school a safe and orderly environment by being respectful and courteous;</li><li>● Complete all homework assignments thoroughly and on time;</li><li>● Seek help when I need it; and</li><li>● Follow our Core Values at all times– to be Prepared, Respectful, Engaged, and Professional.</li><li>● Follow the school's rules and accept responsibility for my actions.</li><li>● <b>Engage in 10 hours mm of community service to uplift Oak Park and neighboring communities.</b></li></ul>	
Student Name (Please print):	
Student Signature:	DATE:

PARENT(S) / GUARDIAN(S): I / We agree to:	
<ul style="list-style-type: none"><li>● Ensure my child arrives to school on time, in proper uniform and attends classes prepared to work;</li><li>● Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's behavior and success;</li><li>● Support my child by maintaining high academic and behavioral standards;</li><li>● Attend parent-teacher conferences;</li><li>● Check and sign all of my child's homework every night to ensure it is completed thoroughly and on time; and</li><li>● Review and sign weekly progress and PREP reports</li><li>● Follow the school's rules and accept responsibility as a partner in my child's learning.</li><li>● <b>Be active members of Oak Park Prep Academy and serve 10 hours of school service.</b></li></ul>	
Parent/Guardian's Name(s) (Please print):	
Parent's Signature(s):	DATE: DATE:

ADMINISTRATORS AND TEACHERS: We agree to:	
<ul style="list-style-type: none"><li>● Arrive to school on time to provide for an academically rigorous college preparatory environment;</li><li>● Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;</li><li>● Communicate regularly with families;</li></ul>	

- Assess students regularly and fairly; and
- Follow the school's rules and accept responsibility as partners in the students' learning.
- Support students to become exceptional, productive, and positive people.

Name (Print):

Signature:

DATE:

### ATTENDANCE

#### Attendance Policy

To be successful at Oak Park Prep, students must be present. We cover a great deal of material every day that cannot simply be made up at home. Missing one day of school at Oak Park Prep is equivalent to missing three days of school in a normal public school program. We know that students who miss a lot of school are not as successful as those who attend every day. Therefore, we expect students to be at school every day unless they are legitimately sick and unable to complete work.

If a student is expected to be absent, parents/guardians must contact Oak Park Prep's office by phone the night before the day of the expected absence. If a student becomes sick in the morning, the parents/guardians must contact Oak Park Prep's office by 7:30 a.m. If a student is not at school by second period and the school has not been notified that he or she will be absent, his/her parent or guardian will receive an automated call indicating that their student is absent.

#### Morning Arrival

Oak Park Prep will open the football gate on the North side of campus close to the intersection of 35th and V Streets at 7:15 a.m. every day for parents to drop off their students or for students to enter. Students are welcome to arrive and eat breakfast in the field house prior to Morning Homeroom.

Please note that unless an appointment has been made with a specific staff member ahead of time, students and families are asked to remain outside of the school building before 7:15 a.m.

Students are to remain in the field house until 7:35 am. At 7:35am, students will line up according to their homeroom, inside the field house, and be released into their respective homeroom class.

#### Lateness/Tardy

Oak Park Prep values punctuality. It is an important life skill and a show of respect to others. Just as we expect staff to be punctual for their students, families need to ensure that students arrive to school on time. This is even more important because Oak Park Prep students begin their learning from the moment a student enters the building. Students are taught skills in organizing their materials, meal behavior, and cleanliness. If a student is late to school, they disrupt the learning of other students and risk falling behind.

Oak Park Prep's entrance opens at 7:15 a.m. and closes promptly at 7:35am. **Students that arrive to the gate after 7:35am will not be permitted to enter and will be considered tardy.** Those students will be redirected to walk/be dropped off at the front of Sac High. Student's must then walk through Sac High's Main Campus and continue on to the Oak Park Prep's Front Office and check in with the Attendance Manager. They will then receive a tardy slip that states whether it is excused or unexcused and will be sent to their respective class.

*Please refer to the section titled "Excused vs. Unexcused Absences and Tardiness" for more info on what constitutes an excused tardy.*

## Dismissal

Oak Park Prep will have one dismissal time for students. **All students will be released at 4:05pm, every day, except for Wednesdays when students are released early at 2:05pm.** This time is applicable to all students unless otherwise agreed upon by the student's parents and Oak Park Prep's administration. Students will exit campus from the pool gate at 34th and W St (*Please note that this exit is different from the morning entry point*). Parents must park on W St. and wait for their student to be released to them via the pedestrian gate. The large car gate will not be opened for parents to enter until 5pm. **Parents may not enter and park inside the parking lot due to safety reasons. In the event that the car gate is left open, parents/guardians are asked to continue to comply with the policy set in place and inform the front office.**

*In the event of inclement weather, parents may be permitted to enter the parking lot and pick up their student.*

## Early Dismissals

*Please note:* All routine doctor and dentist appointments should be conducted outside of school hours. If an appointment is scheduled during school hours, it is expected that a child come to school before the appointment and return to school after the appointment so that the child may finish the remainder of the school day.

If a student must be dismissed early due to an appointment or an emergency, Parents/Guardians must call the Front Office and inform the Attendance Manager of the time and reason for the dismissal. **Oak Park Prep will only release students into the physical custody of their legal guardians or individuals their legal guardians have designated to do so in writing or verbally.** Students may not be released early on their own (i.e., walking home or taking the bus) without prior, 24 hour written or verbal notice from the legal Parent/Guardian.

Parents must come to the front of Sac High and check in with Sac High's Main Office. Parents will then be directed to Oak Park Prep's Main Office where they will sign their student out with the Attendance Manager.

## School Closings

In the rare case that there is an unscheduled school closing, Oak Park Prep will call parents as soon as we know. Parents will also be notified of school re-opening information as soon as it is made available. (Examples of reasons why a school may close: flooding, no power, safety or security issue in the building or community.)

## Excused vs. Unexcused Absences and Tardiness

*California State law permits absences for the following reasons: Illness, Quarantine, as directed by the Health Department, or Attendance at the funeral of an immediate family member.*

In order for an absence to be considered excused, students must return to school with a doctor's note, explaining the nature of the illness, or a clear explanation from the parent, explaining the nature of the absence. Student may be absent from school due to illness for up to two days without a Doctor's note. On the third day of an absence due to illness, parents must provide a valid Doctor's Note excusing the absence. If a Doctor's Note is not provided within three days of the final absence, it will be marked as unexcused.

**Parents will have up to three (3) business days to reconcile any absence their student incurs.**

**Please note:** All routine doctor and dentist appointments should be conducted outside of school hours. If an appointment is scheduled during school hours, it is expected that a child come to school before the appointment and return to school after the appointment so that the child may finish the remainder of the school day.

All other absences will be considered unexcused. Students will not be excused from school for reasons such as family vacations, the attendance of an event, or to provide childcare for siblings.

If a student is absent from school due to suspension, these days will be treated the same as unexcused absences.

When a student misses school, Oak Park Prep will make reasonable efforts to contact the student's parent or guardian by phone, in writing, or in person. However, it is the Parent/Guardian's responsibility to contact the school and reconcile any absence of their student.

## Truancy

*Education Code Section 48260(a)* defines a truant as: "any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district."

A student is considered truant when they miss school without a valid excuse three times during the school year. **Students that receive an unexcused absence may not receive credit or may only receive half credit for work missed in any class for that day.**

**Notifications:** When a student receives an unexcused absence, the Parent/Guardian will be informed via phone and a letter will be sent home. Please review the policy below to understand the process in which parents will be notified.

*First Unexcused Absence:* Phone call home and letter home, stating the absences is unexcused and reiterating that three unexcused absences is considered truant.

*Second Unexcused Absence:* Phone call home and letter home, stating the absence is unexcused and reiterating that three unexcused absences is considered truant. Parent and Student must sign an Attendance Contract and return it to the school.

**Third Unexcused Absence (Truant):** Parent will be sent home the notification letter stating that their student is now considered truant and may be referred to the SARB Department. A parent Conference will be requested with the Attendance Manager and another school official.

**Fourth Unexcused Absence (Habitual Truant):** Any student who has been reported as truant and who is absent from school without a valid excuse for one or more days or tardy on one or more occasions shall again be reported to the site administrator or designee. The parent/guardian will be notified again and advised that further unexcused absences may result in a referral to SART. (*Education Code Section 48261*).

**Chronic Truant:** A student who has missed 10% or more of the school year without a valid excuse. Penal code places further penalties on these parents. Student and Parents/Guardians may be referred to the SARB Dept.

# 2014-15 Academic Calendar

## Oak Park Preparatory Academy

2315 34<sup>th</sup> Street Sacramento, CA 95817

info@oakparkprep.org

Phone: 916-649-7880

Fax: 916-649-7880

### 176 School days

#### Key dates:

August 12 - First day of school  
August 12-15 - Culture Days  
August 21 - Back to School Night  
October 9-10 - Conferences  
January 5-6 - Conferences  
March 19-20 - Conferences  
June 10 - Last day of school

#### Non-attendance days (campus closed holidays):

July 4 - Independence Day holiday  
September 1 - Labor Day  
September 12 - Staff development  
October 9-17 - Fall break  
November 11 - Veterans' Day holiday  
November 24-28 (26-28 - Thanksgiving holiday)  
December 19-January 6 - Winter break  
(December 24-26 - Christmas holiday)  
(January 1-2 - New Year's holiday)  
January 19 - MLK Day holiday  
February 9 - Staff development  
February 16 - Presidents' Day holiday  
March 19-30 - Spring break  
(March 27 - Cesar Chavez Holiday observed)  
April 24 - Staff development  
May 25 - Memorial Day holiday

### 2014

July						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### 2015

January						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

#### KEY

White: School Days

Orange: Minimum Days

Shaded: Non-attendance Day

Testing

Green: Holiday

Blue: Early Release @ 2:30pm (staff PD)

### ACADEMICS

Because Oak Park Prep is committed to ensuring that ALL of our students achieve at the highest academic levels Oak Park Prep students attend a longer school day and spend more time on the core academic subjects.

- Oak Park Prep's school day is over 8 hours, while to surrounding middle schools have only 6 hours of instruction. In comparison, Oak Park Prep students are provided with 30% more time to learn when compared to surrounding middle schools.
- Oak Park Prep students receive over 2 hours of literacy instruction every day.
- Oak Park Prep students have two periods of Math every day.
- Oak Park Prep students receive Science, Social Studies, and Physical Education instruction every day.



- Oak Park Prep students receive one hour of small group instruction every day.

### Sample Daily Schedule

Time	Period
7:15 – 7:35	Arrival in Field House
7:35 – 7:40	Dismissal to Class
7:40 – 7:50	Homeroom
7:50 – 8:55	Period 1 – ELA
8:55 – 10:00	Period 2 – Math A
10:00 – 11:05	Period 3 – Social Studies
11:05 – 11:35	Lunch
11:35 – 11:55	DEAR
11:40 – 12:45	Period 4 – Math B
12:45 – 1:50	Period 5 – Guided Reading
1:50 – 2:55	Period 6 – PE
2:55 – 4:00	Period 7 – Science
4:00 – 4:05	Homeroom
4:05 – 4:30	Office Hours/Study Hall
4:05 – 4:30	PWC & Detention

### Enrichment Wednesday's

Every Wednesday Oak Park Prep staff and students will be on an alternate schedule to provide time for teacher professional development and student enrichment from **11:50 a.m. to 2:05 p.m.** Enrichment classes will include music, dance and various forms of art. ***Enrichment classes are considered a privilege and not a right.*** Therefore students who do not meet Oak Park Prep's behavioral expectations during the week or during enrichment classes will not be allowed to attend enrichment and will attend Academic Extension instead where they will complete character education work.

### Professional Work (Homework)

Professional Work (Homework) is an essential component of Oak Park Prep's educational program. The work that we send home is designed to reinforce the knowledge and skills that were taught in class, help students develop a deeper understanding of academic concepts, and promote the habits that we recognize will be important in college and in their future professions. Because we know how important it is to teach this to students, **Professional Work will be assigned EVERY night at Oak Park Prep.** This will include weekends. It is critical that parents review their child's Professional Work and monitor its progress every night.

Professional Work includes 20 minutes of required reading every night, including weekends, holidays, and vacations. Parents/guardians will be required to sign their child's reading log every night. Professional Work must be completed in full and meet the high standards that Oak Park Prep sets for effort and presentation.

### Organization and Collection

All students will be given a Professional Work folder that includes the work that needs to be completed as well as a nightly Reading Log. Professional Work folders are designed and prepared to teach students essential organizational skills. Reading Logs must be filled out properly and signed; all Professional Work must be completed and in the student's folder. It must be neat, clean, and thorough. Professional Work folders will be turned in to teachers every morning as soon as the student arrives at school.

### Late, Missing, or Incomplete Work

If Professional Work is late, missing, incomplete, or of poor quality, the parent will be notified and students must attend Professional Work Club on Tuesday or Wednesday from 4:05 p.m. to 4:30 p.m.

### Professional Work Club

Professional Work Club is required for all students who's Professional Work is late, missing, incomplete, or of poor quality ***WITHOUT EXCEPTION***. Professional Work Club will be held every day, except for Wednesday, from 4:30 p.m. to 5:00 p.m. Parents will always be notified 24 hours in advance if their student must attend Professional Work Club to accommodate student transportation and/or parent work schedules. The table below shows when students will serve Professional Work Club in relation to when their Professional Work was late, missing, incomplete, or of poor quality.

<b>Due Date of Assignment</b>	<b>Day Professional Work Club Will Be Served</b>
Monday	Tuesday
Tuesday	Thursday
Wednesday	Thursday
Thursday	Friday
Friday	The following Monday

***Please Note:*** Professional Work is a critical part of your child's education. It gives them organizational skills, reviews important instructional material, and allows teachers to recognize where students need help. This work is what truly helps support students to be successful and prepared for college and we take it seriously.

### **Professional Work Requirements**

#### **The teacher should:**

- Create meaningful assignments
- Make sure that Professional Work is checked or graded daily
- Clearly communicate all student assignments
- Relate the assignment to what was learned in class
- Use Professional Work as a way to check for understanding of the skill and content
- Be available to help students in the evening (by phone or email)

#### **The student should:**

- Show their Professional Work to their parents/guardians every night
- Be responsible for completing assignments on time, accurately, and neatly
- Complete all missed assignments due to absences
- Read for 20 minutes every day and complete reading log
- Always try their best to complete all work

#### **The parent should:**

- Provide time and a quiet place for students to study
- Help the student develop responsibility by completing all of their assignments
- Be aware of all assignments (by looking at the Professional Work folder), review the child's work, and assist as needed
- Make sure that every assignment is completed to Oak Park Prep's standards
- Talk to their child about what he or she learned at school and encourage their child to develop a positive attitude about learning

### **Study Hall and Professional Work Support**

Oak Park Prep students are welcome to stay in Study Hall after first dismissal from 4:05 p.m. to 4:30 p.m. to study, work on Professional Work, or seek help from teachers. Students are not permitted to stay on campus to hang out, socialize, or wait for friends who have been assigned Professional Work Club or detention. A quiet study space will be provided to these students. Students who are not able to comply with these rules will be asked to leave and Oak Park Prep's staff will contact their parents to inform them that their student no longer be able to attend Study Hall in the future.

Oak Park Prep teachers will all have cell phones and work emails which we will distribute to students and parents. If students or parents have any questions or concerns about Professional Work, classwork, grades, or other matters they are encouraged to contact them.

### **Cheating and Plagiarism**

Cheating is a serious offense and will not be tolerated at Oak Park Prep under any circumstances. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating not helping.

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work.

The first time cheating or plagiarism occurs at Oak Park Prep, the teacher will notify parents/guardians and the Principal. The student will receive a grade of zero on the assignment or test and an additional consequence assigned by the Principal. If a student cheats or plagiarizes a second time, the matter will require a conference with the student, parent/guardian, and Principal. Cheating and plagiarism are grounds for expulsion.

### **Promotion Policies**

To ensure promotion to the next grade, a student must have the following:

- Passing grade (70%) in at least three of the four core subject areas (Math, Science, Social Studies, ELA).
- A score of 70% or higher on Oak Park Prep's End-of-Year Exams, a set of comprehensive exams assessing all standards and material covered during the course of the year.
- PREP score average of 70% or higher
- A minimum 90% attendance rate for the year.

To participate in the end of 8<sup>th</sup> grade Promotion ceremony students must have the following:

- Passing grades (70%) in all classes. No NCRs.
- A PREP score over 85 or higher
- Completion of 10 hours of community service
- A minimum of 90% attendance rate for the year.

If one or more of these criterion is not met, the student's promotion is put in jeopardy. Students with extended or chronic health problems will have an attendance policy developed that it is aligned and appropriate with their medical condition.

### **Weekly Grade Checks**

Every Wednesday students will be given updated grade reports to give to their parents. Parents are to look over these grade reports, sign them, and have students return them to school in the Parent Communication Folder on Thursday morning. Grade reports are an important tool for teachers to keep parents updated on their student's academic performance on a weekly basis.

### **Student Supplies**

Supply lists will be handed out during culture week, and students will need purchase supplies by the first Monday of school.

In general, students need to come to school every day with 2 sharpened pencils.

Oak Park Prep will provide its students with the following materials to help keep them organized

- Folders

Oak Park Prep asks that parents donate the following supplies to Oak Park Prep which will be shared with all students:

- 24 No. 2 Pencils
- 12 Black Pens
- 2 erasers
- 1 box of colored pencils
- 1 pack of markers
- 2 glue sticks
- 4 boxes of tissue
- 1 Pack of College Rule Loose Leaf Paper
- 1 Pack of Highlighters

Oak Park Prep does not allow students to use the following supplies and asks that parents do not buy them for students:

- Colored Pens (red, purple, green, yellow, etc)

Additional materials that may be needed to ensure the success of your child will be given as a list to parents during the school year.

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### SCHOOL CULTURE AND SAFETY

#### Closed Campus

Under no circumstances are students to leave Oak Park Prep's campus without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that Oak Park Prep has two neighboring schools on the Sac High Campus, and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave Oak Park Prep's campus unless they are escorted by a school staff member or other authorized adult.

#### Visitor Policy

All Oak Park Prep visitors are required to first report to the Main Office. Any visitor, including parents, who do not report to the office or is found on Oak Park Prep's campus without authorization will be asked to leave immediately. Visitors should wear visitor stickers at all times to indicate that they have checked-in at the main office. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

#### Uniforms and Dress Code

##### **Uniform Components:**

- **Shirt:** Students must wear an Oak Park Prep polo shirt at all times. The only shirt that can be under the uniform shirt is a white or black t-shirt that must be tucked in and ~~the sleeves may not be longer than the sleeves of the polo.~~ All shirts can be purchased directly from the school.
- **Pants/Shorts/Skirts:** Standard Dockers style khaki pants may be worn (no jeans). No baggy style, sagging or tight fitting pants. All skirts/skorts/shorts must be plain and reach the top of the knee. Leggings are not considered pants and may not be wore alone. ~~Cargo pockets are not allowed on either pants or shorts.~~ ~~Students may not wear fishnet stockings or sweatpants.~~
- **Belt:** Solid black or brown belts are mandatory. No studs, spikes, jewels, or other decorations are allowed on belts. No large, decorated, or customized belt buckles.
- **Shoes:** Dress or athletic shoes and socks that are only composed of black, green, brown, white, or gray. Shoes cannot display any shade of red or blue (pink, maroon, burgundy, navy, teal, turquoise, etc). **No boots**, no sandals, no moccasins, no clogs, no bowling shoes and shoes may not have heels over 2 inches.
- **Socks:** Socks must be worn at all times, and my only be composed of black, green, brown, white, or gray **and may not be higher than mid-calf.**

- **Sweatshirts/Outerwear:** Students are permitted to wear Oak Park Prep sweatshirts or fleeces in the classroom to stay warm during colder months. Oak Park Prep polo shirts must be worn underneath. Oak Park Prep sweatshirts and fleeces will be available for purchase from the school. Students are not permitted to wear any other sweatshirts or outerwear on campus. Other outerwear may be worn to school, but will not be allowed in the classrooms.
- **PE Uniform:** Student must change into their PE attire, black OPPA shorts and a green OPPA sports top for every PE class. Student must wear appropriate sock and shoes (no red/blue).

### **Oak Park Prep Middle School Dress Code:**

1. All uniform shirts must be tucked in unless otherwise specified (i.e. PE).
2. Undershirts (either short-sleeve or long-sleeve) may only be plain white or black. No undershirts with colors or designs are permitted.
3. Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, or skorts. Oak Park Prep defines inappropriately short as being any skirt, skort, or shorts that do not reach the top of the knee.
4. All pants must fit around the natural waist and not be excessively baggy and may not cover the shoes.
5. Belts must be worn through all belt loops around the waist (not used to help sag pants).
6. All clothing must be hemmed. Cutoffs are not allowed.
7. Students may not wear sleeveless or cut off shirts, blouses, or dresses.
8. Students may not wear denim clothing (pants, jackets, etc...)
9. Hair must be worn neatly and without designs or embellishments. Large Mohawks, lines, beads, or unnatural hair colors (blue, red, purple, green, etc.) are not permitted for any student.
10. Students may not wear hats, caps, "do" rags, bandanas, or other head coverings at school, unless deemed appropriate. For students with a religious requirement for wearing head covering, this will be discussed on a case-by-case basis.
11. For safety reasons, the following jewelry will not be permitted at Oak Park Prep: chains, chokers, multiple-finger rings, toe rings, and large dangling earrings (larger than a quarter), spikes and gages. Small necklaces must be tucked under the uniform shirt at all times. Small studs are allowed.
12. Students may not wear multiple bracelets. Two maximum, one per wrist. No red or blue. No inappropriate slogans or materials are allowed on bracelets.
13. Students may not pierce any body parts other than their ears.
14. Students may not wear make-up with color.
15. Students may not wear artificial nails. Students are not allowed have red or blue paint on their nails.
16. Students may not have visible tattoos (real or fake).
17. Students may not wear perfume/cologne/spray-on deodorant.
18. Any item of clothing, accessory, or personal belonging deemed to be a distraction to the learning environment will not be allowed.

### **Dress Up Fridays**

Occasionally Oak Park Prep scholars will be permitted to dress up in lieu of wearing Oak Park Prep's school uniform. Dresses Up Fridays are an opportunity for students to learn about professional clothing, view dressing up as a privilege, and take pride in looking professional. Details on dress up Fridays will be released before our first Dress Up Friday.

### **Jeans Day**

Scholars who demonstrate PREP will earn Jeans Day Passes. These scholars may wear their uniform top, tucked in to denim jeans instead of khaki bottoms. Jeans may not be red or blue, or tattered with rips and/or holes.

### **Free Dress Days**

Occasionally Oak Park Prep scholars will earn a Free Dress Passes. These scholars may wear free dress as long as it is still school appropriate, and no red or blue. Anything that causes distractions to the learning environment will not be tolerated and students will be asked to change.

### **PREP Award Mondays**

Homerooms will compete against each other to earn the most PREP points. The homeroom that earns the most will be awarded incentives, including Jeans and Free Dress Passes.

### **Platinum Scholar Fridays**

Oak Park Prep students who have earned the distinction of “Platinum Scholar” through working hard and exhibiting positive behavior and professionalism will be allowed their own dress code on designated Platinum Scholar Fridays. On Platinum Scholar Fridays students will be allowed to wear jeans and college t-shirts and sweatshirts, or jeans with Oak Park Prep’s College Bound t-shirt. Specific dress code guidelines and dates of Platinum Scholar Fridays will be released before Oak Park Prep’s first Platinum Scholar Friday.

### **Backpacks**

All scholars must bring backpacks to school. All bags must be backpacks that can be worn over two shoulders. Over the shoulder messenger bags are not permitted. No blue or red backpacks are permitted. No backpacks with inappropriate decorations or self-decorated backpacks are allowed. **If a student must bring a purse, that purse should remain inside the backpack at all times.**

## **COMMUNICATION**

### **Visitors**

Oak Park Prep is always happy to have visitors. Anyone, including parents who wish to visit our school, must first call the office to set up an appointment. Our Office Manager will make every attempt to arrange the visit within 24 hours of the request. All visitors must sign in at the office and wear a name tag.

### **Phone Use**

Students may not use any phone without permission from Oak Park Prep’s staff. Students will only be allowed to use the phone in case of an emergency as determined by Oak Park Prep’s staff.

Students may not receive incoming phone calls during the school day unless it is an emergency that requires immediate attention. If it is an emergency, please call the main office number and leave the message with the Office Manager

### **Teacher Voicemail and Email**

Parents are encouraged to communicate with their child's teacher via phone and email. Teachers are available for phone calls before and after school. Messages may be left for teachers with the Office Manager. Please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call. Teachers will return your call or email within 24 hours. If after 24 hours a teacher has not responded to your message, please contact the Principal. Please remember that messages may not be received until after the instructional day ends.

### **Meeting with Staff**

To meet with a teacher, parents must make an appointment. An appointment can be made by calling the school and speaking with the Office Manager. Parents should not expect to meet with a teacher without a prior appointment.

### **Media**

All media for Oak Park Prep will be handled by the Principal in conjunction with St. HOPE Public Schools.

Parents were given a release form to sign in their enrollment packets that gives or denies permission to post pictures or allow filming of their child(ren).

### **SCHOOL CULTURE AND DISCIPLINE**

Discipline is a foundation for learning. It refers to organized and orderly classrooms, where time is used efficiently and everyone is working their hardest. An important component to discipline is structure. Structure provides a clear framework for learning to take place. Oak Park Prep's structure will provide a safe place where students can focus on their learning and growth.

In order to have this structure and support, we expect students to conduct themselves as scholars at all times. This means that students should reflect our core values at all times. Students will be expected to reflect good manners such as saying "Please" and "Thank You" as well as excuse themselves when they need to speak to people who are already engaged in conversations. We expect that students will conduct themselves in this way while in their communities and that it will prepare them for life outside of Oak Park Prep.

#### **PREP Values and SLANT**

PREP values are an important component of Oak Park Prep school culture and discipline system. To prepare students for college, we cannot simply assume that their grade-level proficiency will be enough to ensure their success and achievement. We also cannot hold students accountable for high levels of behavior unless we specifically teach them, just as we would teach reading or addition. As a result, Oak Park Prep will teach students the behaviors that we expect for a strong school culture, and those that will help them to excel, succeed, and lead in high school, college, and their chosen profession. We will develop these skills extensively over the beginning weeks of the school year and reinforce them as the year progresses. PREP values will be used for individual and class positive and negative consequence systems.

#### **PREP Values**

PREP Values are the core values that all members of Oak Park Prep's community are expected to operate with at all times. For students being PREP means that they are...

<b>Prepared</b>	Completed homework; Bringing all required materials to class; Coming to school in uniform; Having parents sign homework and notices
<b>Respectful</b>	Raising hands; Listening while others are talking; Speaking in appropriate tones and volumes; Following school and classroom procedures

<b>Engaged</b>	Class Participation; Using complete sentences; Volunteering; Completing class jobs; Asking questions; Build on other's ideas; Academic Risk-Taking
<b>Professional</b>	Taking responsibility for ones actions; Presenting oneself using appropriate dress and language; Working with purpose; Valuing quality over quantity; Demonstrating effort throughout the full day

## SLANT

To help students learn professional habits, Oak Park Prep expects that students always SLANT in class.

<b>S Sit Up Straight</b>	Students are expected to demonstrate good posture at all times. Students should not ever have their heads down on their desks unless they have been given permission to do so. When sitting, students should have their bottoms in their chair and feet on the floor. When standing, students should have equal weight on both feet. Student's hands should always be in productive positions and not in their pockets or underneath the desk.
<b>L Listen and Participate</b>	Oak Park Prep scholars learn by listening to their teachers and peers and asking and answering questions when called upon. Respectful interactions and enthusiasm are key components of learning which happen when scholars listen and participate throughout each class.
<b>A Always be on task</b>	Oak Park Prep scholars are expected to be on task 100% of the time with very few reminders by teachers. Students should ask and answer questions by raising their hands and waiting to be called on by the teacher.
<b>N eNcourage other scholars</b>	The most effective learning environments are positive and supportive - this is why encouragement is an important part of SLANT expectations. When students struggle to answer a question or complete a problem their teammates are asked to send the scholar positive energy by giving them "snaps" rather than rolling their eyes, tuning out, or yelling out the answer. Teamwork and encouragement are the norm at Oak Park Prep.
<b>T Track the Speaker</b>	Students are expected to track the speaker at all times. When the teacher is talking, scholars need to track the teacher with their eyes. Scholars should also track any student who has been given permission to speak by the teacher. Tracking helps students to stay on task, to concentrate, and to be polite.



### **Discipline Systems – The MERIT System**

Oak Park Prep teachers and staff are trained to sweat the small stuff, to care about the little things that are key to a successful, structured school. We know that doing this will keep classes running smoothly and efficiently, which prevents bigger problems from happening. To hold our scholars accountable to our high behavioral expectations and reward our outstanding behavior Oak Park Prep uses a Merit/Demerit system to track our students' actions.

To encourage good behavior Oak Park Prep teachers and staff will award merit points (bonuses) for students who exemplify our PREP values and SLANT expectations. Students will be awarded merits for outstanding...

- Enthusiasm
- Organization
- Insightful comment or question
- Improvement resulting from extra effort
- Taking Initiative
- Great academic posture
- Leadership
- Integrity (doing the right thing when no one is watching)
- Assisting teacher
- Tutoring a peer
- Showing kindness/courtesy
- Beautifying classroom/school
- Use of precise language
- Articulate expression of complex thought/idea
- Caring for a teammate in need
- Making a respectful argument to counter a classmates thought or idea
- Being polite to students, staff, visitors
- Expressing ideas with genuine tone, energy
- Using the process of reflection to improve decision making
- Respectfully advocating for your own learning
- Other merit not listed

When students break the code of behavior – not SLANTing or showing PREP values – they will receive a demerit (deduction) which will be tracked in Oak Park Prep merit/demerit tracking system. Students may receive a demerit for being....

#### **Unprepared**

- Tardy (late to class)
- Out of Uniform
- Unprepared for class (materials)
- Other unprepared

#### **Disrespectful**

- Talking out of turn
- Feet on desk or chair
- Inappropriate line behavior
- Inappropriate noises
- Poor attitude
- Other disrespectful

#### **Disengaged**

- Off task
- Not tracking the speaker
- Other not engaged

#### **Unprofessional**

- Grooming self in class (hair, clothes)\
- Loitering, walking slow

- Poor Posture
- Inappropriate voice volume
- Not following directions
- Misusing personal or school resources
- Making Excuses
- Lack of organization/messy work
- Other unprofessional

Students will receive a detention for 3 demerits received in one school day. Students will receive automatic detentions for...

- Disrespecting peers, adults, or property
- Ignoring or refusing to comply with adult directives
- Profanity
- Inappropriate contact
- Disrupting class
- Horseplay
- Bringing banned items to school
- Sleeping or attempting to sleep in class
- Academic dishonesty

### PREP Reports and PREP Points

At the end of the week students Merits and Demerits will be totaled to determine the number of PREP Points a student has earned during the week and a PREP Report will be generated and distributed to scholars to take home to their parents. Every weekend parents should read over the PREP reports, discuss it with their scholars, and sign it for return to Oak Park Prep on Monday. The PREP Points listed in students PREP reports will be totaled throughout the year and will be used to determine individual rewards such as field trips, awards, and our Platinum Scholar designation.

### Platinum Scholars and Silver Scholars

By earning and accumulating PREP points for outstanding behavior and demonstrating academic achievement Oak Park Prep scholars can earn our highest honor: the Platinum Scholar Award (or our second highest honor: the Silver Scholar Award). Students who become Platinum or Silver Scholars will be given special privileges such as extra leadership opportunities, special trips, Platinum Scholar dress days, and extra privileges during breakfast and lunch. Below is a list of requirements to earn the award and a list of privileges.

#### Silver Scholar Award

Requirements (must meet all)	Privileges
<ul style="list-style-type: none"> <li>● 95% attendance or above</li> <li>● 3.0 GPA or above</li> <li>● PREP Report Average of 90 or above</li> </ul>	<ul style="list-style-type: none"> <li>● College T-shirt or sweatshirt Fridays once per month</li> <li>● Second in line for lunch, bathrooms during breaks</li> <li>● Two exceptions for PWC</li> <li>● Consideration for leadership opportunities</li> <li>● Surprise privileges and events</li> </ul>

#### Platinum Scholar Award

Requirements (must meet all)	Privileges
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<ul style="list-style-type: none"> <li>● 95% attendance or above</li> <li>● 3.5 GPA or above</li> <li>● PREP Report Average of 100 or above</li> </ul>	<ul style="list-style-type: none"> <li>● College T-shirt or sweatshirt Fridays three Fridays per month</li> <li>● First in line for lunch, bathrooms during breaks</li> <li>● Transition to lunch independently</li> <li>● Five exceptions for PWC</li> <li>● First consideration for leadership opportunities</li> <li>● Surprise privileges and events</li> </ul>
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### **Other Awards and Honors**

It is Oak Park Prep's philosophy to reward, encourage, and support our scholars. Other awards for outstanding behavior, academic achievement, academic growth, work ethic, independent reading, etc. will be given to students at the end of each trimester to celebrate our scholars achievements and encourage others to achieve.

### **Detention**

If a student earns a detention by receiving three demerits in one school day Oak Park Prep will notify parents by phone and students will serve that detention the following day. In this case, parents will be notified one day in advance of an after-school detention. If an Oak Park Prep scholar commits an act that warrants an automatic detention, Oak Park Prep will contact parents to notify them that their students must serve a same day detention. It is the job of the parents to make sure that Oak Park Prep has an updated and working phone number with a voice messaging system. If parents are not in possession of a working phone or voice messaging system it is their responsibility to schedule a meeting with the Principal to work out an alternative method of communication.

If scholars earn lower than an 80 on their PREP Score, they will not earn their electives and will serve academic extension, an extended 2 hour detention.

### **PREP Scores Incentives**

100 Higher	Scholars earn extra incentives, Free Dress Pass, Jeans Day Pass
100 – 80	Scholars earn Wednesday electives
80 – 50	Scholars earn Academic Extension (2 hour weekly detention)
50 or below	Scholars earn Saturday School (3 hour campus beautification)

### **Loss of Privileges**

Oak Park Prep offers students many privileges that can be taken away as a consequence for poor behavior. Privileges that can be lost include: enrichment Wednesdays, school-wide celebrations, field trips, after-school activities, socializing during physical education, breaks, breakfast, or lunch.

### **Referrals**

If a student is sent out of class they will earn an Out of Class Suspension for the rest of the class, where they can reflect on their actions and reset for their next class. If they earn two referrals in a week they will earn an In Class Suspension, where they will be isolated from their class, but still receiving all academic content. **If a student earns a third referral he/she will be sent home.**

### **In-School/Class Suspensions**

Oak Park Prep may require students to serve an in-school suspension during which they must wear an alternative school uniform and are not allowed to interact with other students for the day. These in-school suspensions may be given for students who demonstrate disruptive behavior or consistently violate the SLANT and PREP expectations. In-school suspensions may also be given in cases where a student needs to be sent home but we are unable to reach a parent.

### **Zero Tolerance**

There is zero tolerance for fighting. In almost every case, both students will be suspended. Parents will be required to come to school and to pick up the student involved in the fight on the day of the incident. The school encourages non-

violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Faculty will work to spot problems and students are expected to report conflicts before they escalate.

There is zero tolerance for either verbal or physical bullying. If a student bullies another student, he or she will be warned and the parent will receive a phone call and written notice of the incident. If the student is caught in another bullying incident then the student will be suspended. In order for the student to return to school the parent must meet with the Principal and develop a plan for the bullying to stop.

### **Suspensions and Expulsions**

Oak Park Prep follows “St. HOPE Public Schools’ Suspension and Expulsion Policy and Procedure.” This document can be located in **Appendix A** of this handbook.

### **Group Penalties**

Oak Park Prep retains the right to punish students as a group. The school does not seek to punish the good with the bad, but we do believe that we are all responsible for each other –the actions of some do impact, and are impacted by, the entire group.

### **Students with Special Needs**

The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The School also recognizes that students with disabilities retain certain procedural protections whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

## **GENERAL POLICIES**

### **Parent Involvement**

Oak Park Prep recognizes the fact that schools cannot work in isolation from parents and families in educating youth. By working together, parents and Oak Park Prep educators can create an educational experience for each student that allows learning to continue at home and beyond the classroom walls. Research shows that:

- When parents are involved, students tend to achieve at higher levels in school, regardless of socioeconomic status, ethnic/racial background, or parents’ education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in students' education, those students generally have higher grades and test scores, better attendance, and complete homework more consistently.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.
- In programs designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children.
- If parents do not participate in school events, develop a working relationship with their children's educators, or keep up with what is happening in their children's school, their children are more likely to fall behind in academic performance.

With this in mind, St. HOPE Public Schools has developed a written Parental Involvement Policy that is available to all parents. The Policy outlines the importance of parental involvement at all levels of education, how information is disseminated to parents regarding the school’s and their child’s performance, and how parents can become involved in their children’s education. The Parental Involvement Policy is available in the Oak Park Prep front office or may be printed from the Oak Park Prep website.

### **Oak Park Prep Parents are asked to...**

- Establish a daily routine for your child.
- Provide a quiet space for your child to study.
- Provide positive reinforcement of student progress and success.
- Discuss academics and student work among family members.
- Help your child take responsibility for his/her actions. Stress the importance of telling the truth. Remind your child that no one is perfect and everyone makes mistakes.
- Check with your child's teacher for actual facts regarding a problem. A student may alter a situation to appear more innocent.
- Support other Oak Park Prep families.
- Provide 10 hour of school service. These 10 hours can be completed through school supply donations, attending school family nights, and volunteering at school.

### **Electronic Devices and Cell Phones**

Students should not bring electronic devices to school. Oak Park Prep is in no way liable for electronic devices which are lost or stolen. Electronic devices include games (*Gameboys etc.*), portable music devices (Ipods, CD players, MP3 players, etc.), and portable computers (Ipads, laptops, tablets etc.). None of these devices are needed and often represent a distraction from successful academics and a serious atmosphere. In addition, these are items that cause conflict and lead to grief when lost or stolen. While Oak Park Prep obviously strives to prevent theft of any item, the school will not spend energy tracking down electronic devices that should not be in school in the first place. In the event that a student disobeys this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned only after a parent/guardian has come to school to pick it up. A second violation of this policy may result in a year-long or indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Oak Park Prep recognizes and respects that parents give students cell phones for family communication before and after school. However, cell phone use has no place at Oak Park Prep and any cell phone seen or heard on Oak Park Prep's campus starting at 7:15 am will be confiscated immediately without discussion. Therefore, all cell phones must be turned off (not on silent or vibrate) and turned into our front office before 7:40 a.m. Oak Park Prep is not liable for lost or stolen cell phones stored in student backpacks. If cell phones are heard, seen, or found in the possession of students on Oak Park Prep's campus they will be confiscated and will be returned only after a parent/guardian has come to school to pick it up. A second violation of this policy may result in a year-long or indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Morning cell phone collection procedure:

1. Place their cell phone (powered off) in clear zip lock bag with their first and last name written in black permanent marker
2. Turn in the cell phone in the above described zip lock bag to the front office before 7:40 a.m.
3. Sign the student cell phone log

Students may retrieve their cell phones from the front office when they are released from school at 4:30 p.m. or 5:00 p.m. after they have signed out their cell phone from the student cell phone log. Any cell phones not collected by 5:15 p.m. will be kept until the following morning.

### **Other Personal Belongings**

Students are not allowed to have the following items at school:

- Weapons or Toy Weapons
- Soda
- Candy, Gum, Chips, Junk-food, or Sunflower Seeds
- Large amounts of Cash
- Lasers and laser-pointers
- Sunglasses
- Any red or blue clothing or apparel (or denim clothing of any kind)
- Any illegal substance
- Toys, stuffed animals or dolls

- Vulgar or inappropriate magazines, books, stickers, logos, or other materials

Consequences for bringing prohibited items to school are:

1. The first time a prohibited item is brought to school it will be confiscated and returned only to a parent or legal guardian.
2. The second time a prohibited item is brought to school it will remain in the possession of the school until the end of the school year or indefinitely
3. Illegal substances or weapons will be dealt with separately.

(These consequences refer to prohibited items per student, not the same item multiple times).

### **Free/Reduced Lunch Program (FRLP)**

All schools within St. HOPE Public Schools, including Oak Park Prep, participate in the Federal Free/Reduced Lunch Program. Applications for the lunch program are available from the front office of any school or online at [www.oakparkprep.org](http://www.oakparkprep.org) after July 1st of each year. Families that wish to participate must fill out a new application each year and submit the form to the Oak Park Prep front office as soon as possible. If a family has students at more than one St. HOPE school (including Triumph preschool, PS7 and Sac High) it is only necessary to submit one application with all students included on that application.

### **Food**

Oak Park Prep students may eat breakfast (if they arrive on time), snack, and lunch at Oak Park Prep. If a student does not like the food provided by Oak Park Prep they may bring their own lunch. However, they are not permitted to bring in foods that are unhealthy or high in sugar. Foods that are not permitted include: candy, soda, juices that are not 100% juice, Gatorade, energy drinks, donuts, cupcakes, chips, candy bars, etc.

Parents are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Parents should also notify the school of any other food restrictions due to religion or custom.

Students are not permitted to bring in their own breakfast unless they have a food allergy that is clearly documented by a doctor.

Please note that Oak Park Prep has a no gum policy. Students are not permitted to bring in or chew gum at any time while they are on the premises.

### **Student Records and Rights**

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law affords parents and students 18 years of age and over certain rights with respect to student records. Due to the strict guideline of FERPA, once the student reaches the age of 18 years old, rights transfers to the student. The school can not disclose or release non-directory information such as the following information listed below to anyone, including parents of the student, without the prior written consent of the student except to the extent that FERPA authorizes disclosures without consent.

- Social security numbers;
- Student identification number;
- Race, ethnicity, and/or nationality;
- Gender
- Transcripts; grade reports

### **Educational Records**

FERPA gives parents/students the following rights regarding educational records:

- These rights include access/inspection/review of records,
- The right request the amendment of student records that the parent or eligible student believes to be inaccurate,
- The right to consent to disclosure of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosures without consent and
- The right to file complaints against the school for disclosing educational records in violation of FERPA.

### **Access to Student Record and Transcripts for current students**

All request for student records such as, but not limited to, transcripts, attendance, discipline records, must be in writing. Students, parent/guardian must complete a request for transcripts/student records form before request is processed and released. All requests will be process within 1 to 2 business days.

### **Health Policies**

Oak Park Prep provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the Office Manager.

The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept with the Office Manager.

The school abides by all California State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals.

### **Required Documentation**

A list of required documentation will be provided to parents upon enrollment of their child at Oak Park Prep. All required forms will be due by the date listed on the forms and must be turned in on time.

### **NCLB/School Report Card/Highly Qualified Teachers**

No Child Left behind (NCLB) is federal legislation enacted with the goal of all students reaching academic proficiency and all students being taught by Highly Qualified teachers. As part of that goal, schools are required to issue to parents an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams such as CST, and specifies the percentage of Highly Qualified teachers as defined by NCLB. Parents can request in writing to St. HOPE Public Schools Human Resources Department to obtain the educational credentials and licensure of any of their students' teachers.

### **Internet and Technology Use Policy**

1. Acceptable Use – The use of computing devices with internet access must be in support of education and research and consistent with education objectives of Oak Park Prep.
2. Unacceptable Use – Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission reception or web search of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.
3. Privileges – The use of information technology is a privilege and unacceptable use will result in cancellation of those privileges.
4. Network Etiquette – You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited) to the following:
  - Be polite
  - Use appropriate language
  - Share resources
  - Do not reveal personal information (address, phone numbers, or email)

- Social networking (i.e. use of myspace, facebook, twitter, etc.) is prohibited.
5. Use of any information obtained via the INTERNET is at the students' own risk.
  6. Security – Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify Oak Park Prep's staff. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges.
  7. Vandalism – Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, hardware, network or any of the above listed agencies or other networks that are connected to the INTERNET. This includes, but is not limited to, the uploading or creation of computer viruses or installation of software on school computers by students.
  8. Damage – Any damage occurred by a scholar will result in cancellation of privileges, and any monetary expenses will be paid for by the scholar.

#### **APPENDIX A**



#### **Suspension and Expulsion Policy and Procedure**

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

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



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

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

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

#### 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 anytime 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 Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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 Superintendent 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 Superintendent 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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 Superintendent 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 Superintendent or designee's concurrence.

If it is determined by the 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.

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 Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

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

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

## 2. Notice to Parents/Guardians

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

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

## D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. 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 Superintendent or designee determines that the Pupil has committed an expellable offense.

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

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

The notice shall include:

- 1) The date and place of the expulsion hearing;
  - 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
  - 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- SUSPENSION EXPULSION POLICY AND PROCEDURE PAGE 9 OF 14
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
  - 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
  - 6) The right to inspect and obtain copies of all documents to be used at the hearing;
  - 7) The opportunity to confront and question all witnesses who testify at the hearing;
  - 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel 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 person 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 person 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

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

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

#### G. Record of Hearing

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

#### H. Presentation of Evidence

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

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

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

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

## I. Written Notice to Expel

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

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

## J. Disciplinary Records

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

## K. No Right to Appeal

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

## L. Expelled Pupils/Alternative Education

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

## M. Rehabilitation Plans

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

## N. Readmission

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

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



### 1. Notification of SELPA

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

### 2. Services During Suspension

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

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

### 4. Due Process Appeals

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

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

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

The Charter School shall not be deemed to have knowledge 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.

## **APPENDIX B**



Triumph Preschool lays the foundation for a St. HOPE Public Schools education. With 85% of brain development complete by age five, the deepest and most significant impact on a child's long-term prospects occurs in early childhood. Triumph taps directly into this incredible opportunity, providing an outstanding experience for every child. Founded in 2007 on the belief that all students regardless of ability, race, home language, family education or socio-economic status can succeed our inclusive program serves up to 75 students ages 2 ½ through 5.

In its first four years of operation Triumph has achieved exceptional results for children and families. Our graduates are not only ready for kindergarten; they are prepped for a lifetime of academic achievement. In 2011, in addition to mastering the state preschool standards, pre-kindergarteners mastered 70% of the math standards and over 50% of the literacy standards for *kindergarten*. 100% of Triumph's founding class scored proficient or advanced on the California Standards Test (CST) in 2011 versus 56% proficiency statewide in English language arts and 66% in math. Triumph teaching staff, all of whom hold a four-year degree or higher partner with families and faculty of the UC Davis Health System to ensure that every child's individual needs are met. Triumph was recently named a model site by the Sacramento County Office of Education for successful interventions with students having severe behavioral challenges.



St. HOPE Public School 7 (PS7) continues the journey to success at St. HOPE for grades K-8. PS7 has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and ranked number one for Academic Performance Index (API) growth among all Sacramento City Unified schools over the past four years. Walk into any PS7 classroom and the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls along with a list of expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program during an extended instructional schedule. If a child at PS7 does not perform to his or her potential, the student is re-taught until he or she has mastered the academic or character skill. When PS7 students arrive for their first year at Sac High, they are even more prepared than their peers from other schools, pushing the bar even higher for those around them as they continue their education.



Oak Park Prep is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. Oak Park Prep's program is founded upon the belief that all students deserve a top quality education and that all students, regardless of their background or circumstances, can achieve academic excellence when they are provided with an academically rigorous, highly structured, disciplined, and supportive learning environment. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement and a staff which is 100% committed to ensuring our students success.



Sacramento Charter High School is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High houses four small learning communities or themes--Arts, Business and Communications, Law and Public Service, Math Engineering and Health Sciences—in a fully renovated facility that offers all the amenities of a comprehensive high school including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High, with an extended school day, has a culture of high expectations, school spirit, and student leadership summed up in the motto, “Service to others.” Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school’s wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

### **Oak Park Prep Family Handbook Acknowledgment of Receipt**

(Please tear out this page and return)

Student’s Name: \_\_\_\_\_

Parent/Guardian’s Name: \_\_\_\_\_

This Oak Park Prep Family Handbook has been prepared for your information and understanding of the policies, philosophies, practices and rules of St. HOPE Public Schools (“SHPS”) and Oak Park Prep. PLEASE READ IT CAREFULLY. Upon completion of your review of this handbook, please sign the statement below and return it to Oak Park Prep by the due date below.

I have received and read a copy of the Oak Park Prep Family Handbook that outlines the goals, policies, rules and expectations of SHPS and Oak Park Prep.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Oak Park Prep Family Handbook provided to me by SHPS. I understand this handbook is not intended to cover every situation that may arise during my or my child’s enrollment at Oak Park Prep, but attempts to cover many of our school goals, policies, practices, benefits and expectations of SHPS and Oak Park Prep.

I also understand that this handbook is subject to revision by Oak Park Prep's administration without prior notice and at its sole discretion. However, I expect to receive in a timely manner a copy of all such revisions.

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Signature of Student

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Signature of Parent / Guardian

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Date

Please return by: August 20<sup>th</sup>, 2013

## **AGREEMENT FOR PARTICIPATION**

### **EL DORADO COUNTY CHARTER SELPA**

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

#### **DEFINITIONS**

**LEA:** as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

**RLA:** Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

**Charter SELPA CEO Council:** This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

**Charter Executive Committee:** The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools ("Local Plan") as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

#### **LEA MEMBER RESPONSIBILITIES AND DUTIES:**

Each LEA agrees that it is subject to the following nondelegable responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the



- IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;
- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
  - F. Provide facilities as required to house the programs conducted by the LEA;
  - G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
  - H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
  - I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
  - J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
  - K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
  - L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
  - M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
  - N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
  - O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
  - P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
  - Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
  - R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
  - S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
  - T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section

47605(b)(5)(l). Annual submission shall be made annually, no later than January 31<sup>st</sup>. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

- U. An LEA Member contracting for external Services, consistent with definition.... shall do so only with duly licensed and authorized entity or individual. The contract for Services executed by the LEA Member and the external consultant or contractor shall include a clause stating the contractor or consultant agrees to defend and indemnify the LEA Member, and the SELPA, RLA, the Superintendent, and other Indemnified Parties in response to any claim arising from the contractor's or consultant's actual or alleged failure to provide Services in conformity with these obligations.

With respect to external services and/or Student placements, the LEA Member shall affirmatively monitor, assess, and to the extent necessary, intervene or manage such external placements or Services in conformity to ensure that the LEA Member's Obligations to the Student are still being met.

#### **AU/RLA DUTIES AND RESPONSIBILITIES:**

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the

- AU to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
  - F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
    - 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
    - 2. Coordinating the implementation of the transportation for special education pupils;
    - 3. Coordinating the system of data collection, management, and evaluation;
    - 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
    - 5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
    - 6. Developing interagency referral and placement procedures; and,
    - 7. Evaluating the effectiveness of special education programs.
  - G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;
  - H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
  - I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
  - J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
    - 1. Complaint issues;
    - 2. Hearing issues; and
    - 3. Identification of appropriate programs for specific pupils.
  - K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
  - L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
  - M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

#### **PROVISIONS OF THE AGREEMENT**

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.
- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.

- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
  - 1. Prior initial written notice of intended termination to the RLA of at least one year, and
  - 2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

  - 1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
  - 2. final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
- F. In accordance with their needs the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
- G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
- H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
- I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

- J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.
- K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the El Dorado County Board of Education. This document shall be provided to the CEO Council as an information item.

#### **WARRANTIES AND REPRESENTATIONS:**

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for non-public agency or non-public school purposes for the benefit of children served.

#### **STANDARD OF CONDUCT**

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

#### **RESERVATION OF RIGHTS**

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

#### **INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or , demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

#### **FULL DISCLOSURE**

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

This agreement is entered into for the 2012-13 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 1<sup>st</sup> day of June, 2012

**CHARTER SCHOOL APPROVAL**


Oak Park Preparatory Academy

Date: 6/1/12

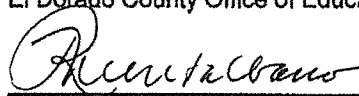
  
Jim Scheible, Superintendent

**EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL**

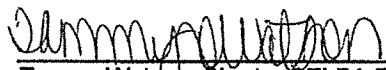
Date: \_\_\_\_\_

  
Vicki L. Barber, Ed.D., Superintendent  
El Dorado County Office of Education

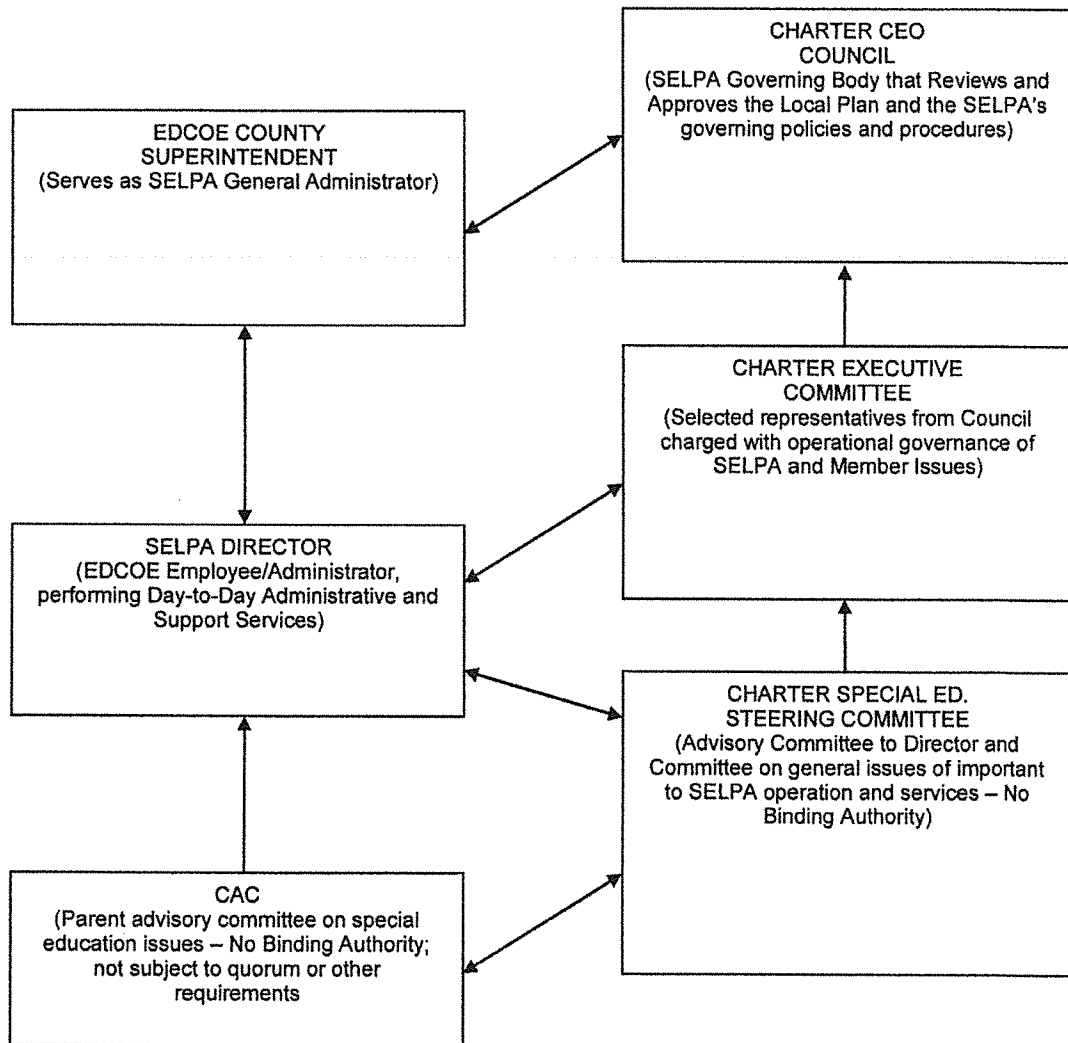
Date: \_\_\_\_\_

  
Robbie Montalbano, Associate Superintendent  
El Dorado County Office of Education

Date: 06-04-2012

  
Tammy Watson, Charter SELPA Director  
El Dorado County Office of Education

**El Dorado County Charter SELPA**  
**Charter Education SELPA Flow Chart**





## **El Dorado Charter Special Education Local Plan Area**

VICKI L. BARBER, Ed.D., Superintendent  
TAMMY WATSON, SELPA Director

### **SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY (LEA) ASSURANCE STATEMENT**

#### **1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

#### **2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))**

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

#### **3. CHILD FIND (20 USC § 1412 (a)(3))**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

#### **4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**7. EVALUATION (20 USC § 1412 (a)(7))**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. CONFIDENTIALITY (20 USC § 1412 (a)(8))**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

**9. PART C, TRANSITION (20 USC § 1412 (a)(9))**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

**10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate

amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

**11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))**

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

**12. INTERAGENCY (20 USC § 1412 (a)(12))**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**13. GOVERNANCE (20 USC § 1412 (a)(13))**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

**14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

**15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

**16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

**18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

**19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))**  
(Federal requirement for State Education Agency only)

**21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))**  
(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3)  
(Federal requirement for State Education Agency only)**

**27. DATA (20 USC § 1418 a-d)**

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

**28. READING LITERACY (State Board requirement, 2/99)**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

\_\_\_\_\_  
(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 1<sup>st</sup> day of February, 2012.

Yeas: 9 Nays: 0

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

Superintendent  
Charter CEO/Charter Governing Board Secretary (or use appropriate title)

### SELPA ADDITIONAL ASSURANCES.

Your signature on this application indicates your assurance that you agree to

adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances

2/1/12

Signature of Charter CEO/Director:

Jim Scheible, Superintendent

Name/Title

Date

2/1/12



## ELEMENT 2: MEASURABLE STUDENT OUTCOMES

### **Contents**

- 2.1 State and Federal Accountability Summary
- 2.2 CST Data Comparison
- 2.3 Attendance and Discipline Data
- 2.4 2013 Data Quest Report



## State Accountability Summary

OPPA's academic performance is measured based on the same state criteria as other public schools. A summary of OPPA's performance based on California's Public School Accountability Act of 1999 is provided below.

### Academic Performance Index (API)

The API is the cornerstone of California's Public School Accountability Act of 1999 and measures the academic performance and growth of schools on a variety of measures, with standards-based tests being weighted most heavily. Due to the suspension of the CST in 2013-14, no API was calculated for OPPA. Schools that do not have a current year API calculation will use either the more recent API score, an average of the three most recent API scores, or an alternate measure that shows an increase in academic achievement. OPPA has only one API calculation in its history, so OPPA's API will remain at the 2013 rate of 887 as shown below. Data provided by the California Department of Education shows that OPPA has exceeded the state minimum target for API (800).

API	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Student Groups Growth Target
School wide	53		887	B	B	B	
Black or African American	28	No	869				
American Indian or Alaska Native	0	No					
Asian	2	No					
Filipino	0	No					
Hispanic or Latino	17	No	920				
Native Hawaiian or Pacific Islander	1	No					
White	1	No					
Two or More Races	4	No					
Socioeconomically Disadvantaged	49	No	879				
English Learners	10	No					
Students with Disabilities	7	No					

"B" means the school did not have a valid 2012 Base API and will not have any growth or target information.

### Similar Schools

As part of its accountability system, California provides schools with a statewide ranking (similar school rankings were not provided in 2014). OPPA's ranking was 7 out of 10 for 2014.

	2013
Statewide Ranking	7
Similar Schools Ranking	na

## Federal Accountability Summary

OPPA's academic performance is measured based on the same federal criteria as other public schools. A summary of OPPA's performance based on the No Child Left Behind Act is provided below.

### Adequate Yearly Progress (AYP)

The No Child Left Behind Act requires that each state ensures all schools and districts make Adequate Yearly Progress. In California, AYP is based on participation rates on standardized test as well as progress in student proficiency as a whole as well as by major subgroups on academic standards. OPPA did not meet AYP for 2013; however, the school does not have previous year's data to meet AYP through alternative methods. Because the CDE has suspended AYP for 2013-14 for k-8<sup>th</sup> grade schools (due to transition from CST to common core assessment starting in 2014-15), OPPA will hold in its current status for 2014-15 (not in Program Improvement).

Criteria	2013
Met All Criteria?	No
Number of Criteria Met	3 of 5
Participation Rate (ELA)	Yes
Participation Rate (Math)	Yes
Percent Proficient School (ELA)	No
Percent Proficient School (Math)	No
Percent Proficient Subgroups (ELA)	NA
Percent Proficient Subgroups (Math)	NA
API	Yes
Graduation Rate	NA

## CST Comparison – English Language Arts 2013

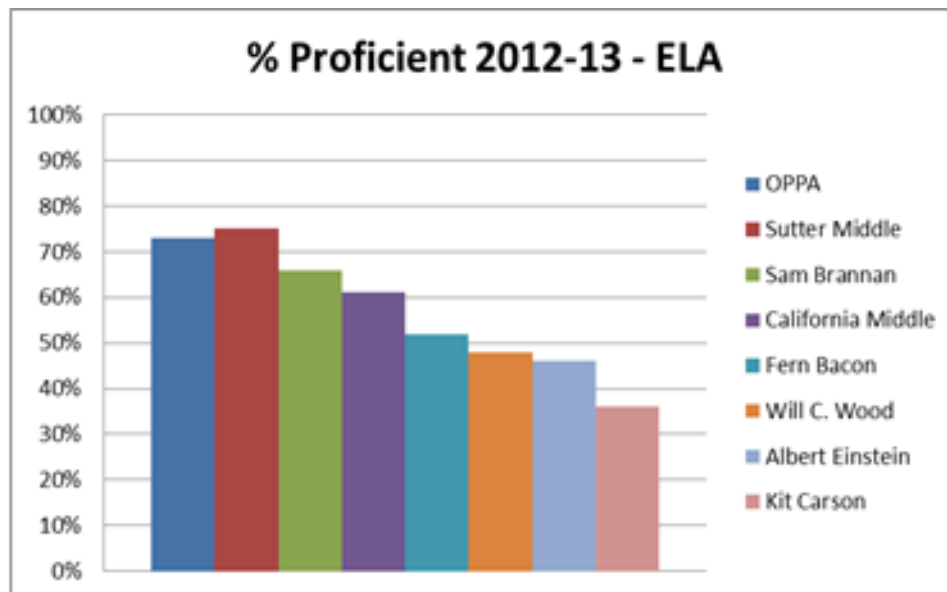
The scores below represent the percentage of students at each level on the ELA section of the CST in 2013, as well as the percent proficient or advanced by subgroup.

2012-13 CST		ELA
<b>Schoolwide Pro+Adv (7<sup>th</sup> grade only)</b>		<b>73%</b>
FBB		0%
BB		6%
Basic		21%
Pro		46%
Adv		27%
% Pro + Adv	African American/Black	69%
	Hispanic	81%
	SocioEcon Dis	71%
	SPED	100%
	ELL	43%

As the table and chart illustrate, OPPA students in 7<sup>th</sup> grade (the only grade level at OPPA in 2013) outperform their peers in surrounding schools with the exception of Sutter.

### English Language Arts - Percent Proficient

2012-13 CST - ELA	% Prof/Adv (7 <sup>th</sup> grade only)
Sutter Middle	75%
<b>OPPA</b>	<b>73%</b>
Sam Brannan	66%
California Middle	61%
Fern Bacon	52%
Will C. Wood	48%
Albert Einstein	46%
Kit Carson	36%



## CST Comparison – Mathematics 2013

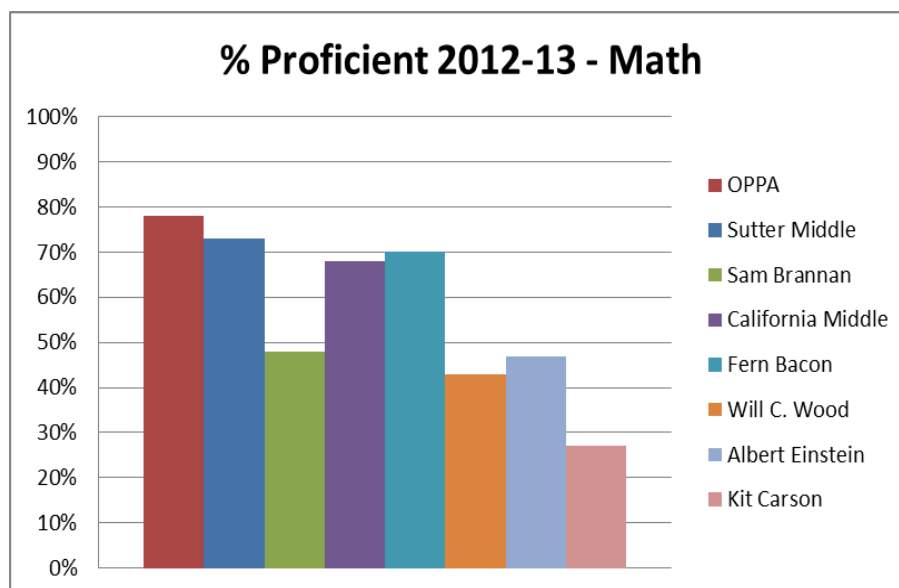
The scores below represent the percentage of students at each level on the math section of the CST in 2013, as well as the percent proficient or advanced by subgroup.

2012-13 CST		Math
<b>Schoolwide Pro+Adv (7<sup>th</sup> grade only)</b>		<b>78%</b>
FBB		0%
BB		2%
Basic		20%
Pro		45%
Adv		33%
% Pro + Adv	78%	78%
	80%	80%
	81%	81%
	77%	77%
	100%	100%

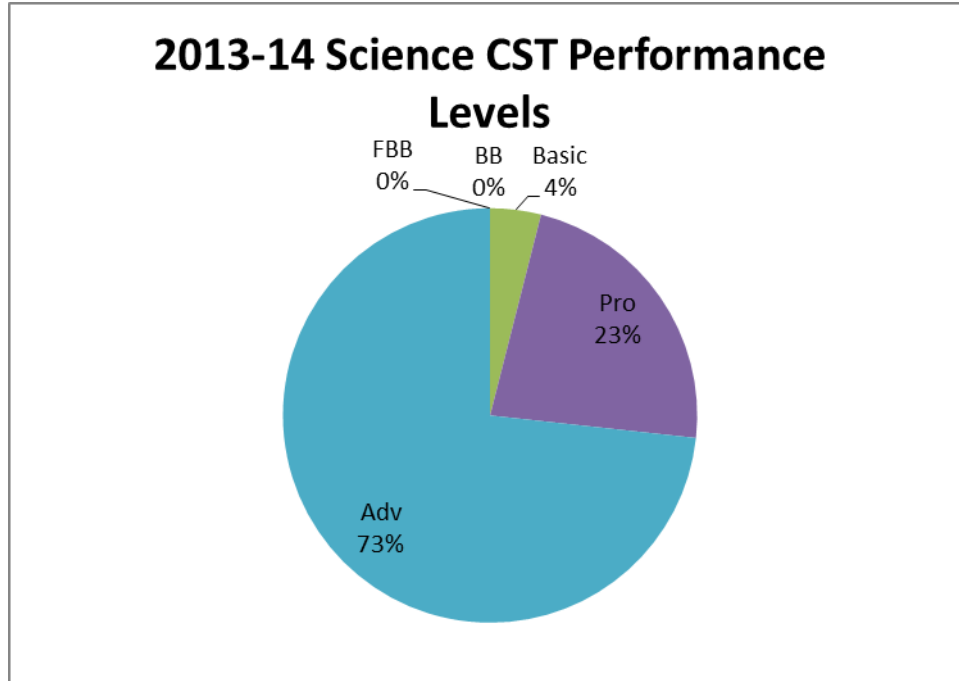
As the table below illustrates, OPPA 7<sup>th</sup> graders outperformed their peers in surrounding schools.

### Mathematics - Percent Proficient

2012-13 CST - Math	% Prof/Adv (7 <sup>th</sup> grade only)
<b>OPPA</b>	<b>78%</b>
Sutter Middle	73%
Fern Bacon	70%
California Middle	68%
Sam Brannan	48%
Albert Einstein	47%
Will C. Wood	43%
Kit Carson	27%



The scores below represent the percentage of students meeting the standards (scoring proficient and advanced) on the science section of the CST in 2014. OPPA had 97% of it's 8<sup>th</sup> graders proficient or advanced, with 73% advanced.



As the chart illustrates, OPPA students in 8<sup>th</sup> grade outperformed their peers in all of the surrounding schools.

#### Science - Percent Proficient

2014-15 CST – Science	% Pro+Adv
<b>OPPA</b>	<b>97%</b>
Sutter	74%
Sam Brannan	69%
California Middle	67%
Will C. Wood	65%
Albert Einstein	58%
Fern Bacon	57%
Kit Carson	46%

## Attendance and Discipline Data

### Attendance

The chart below summarizes OPPAs ADA for the last 2 years as documented in the P-Annual. As the data illustrates, PS7 averages an ADA is around 95%.

Attendance and Retention	2012-13	2013-14
ADA	95.2%	94.8%

### Discipline

OPPA prides itself in creating a safe and secure environment for students that is orderly and respectful. Students are held to high standards for behavior. As the chart below illustrates, no students have been expelled from OPPA in its first 2 years. Additionally, very few occurrence of behavior leading to suspension have occurred.

Discipline	2012-13	2013-14
Expulsions	0	0
Suspensions	43	44
# of student that were suspended (unduplicated)	17	32
Suspension Rate	24.6	pending

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2012-13 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2013 Growth Academic Performance Index (API) Report

California Department of Education  
Analysis, Measurement, &  
Accountability Reporting Division  
7/29/2014

School: Oak Park Preparatory Academy  
LEA: Sacramento City Unified  
County: Sacramento  
CDS Code: 34-67439-0125591  
School Type: Small Middle

#### 2013 Growth API Links:

3 - Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

#### Met Growth Targets

Schoolwide:

All Student Groups:

All Targets: N/A

2013 Statewide Rank: 9 \* 2013 Similar Schools Rank:

#### Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	53		887	B	B	B	
Black or African American	27	No	862				
American Indian or Alaska Native	0	No					
Asian	2	No					
Filipino	0	No					
Hispanic or Latino	17	No	920				
Native Hawaiian or Pacific Islander	1	No					
White	2	No					
Two or More Races	4	No					
Socioeconomically Disadvantaged	49	No	879				
English Learners	10	No					
Students with Disabilities	7	No					

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A"	means a number is not applicable or not available due to missing data.
"*"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
"A"	means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.
"B"	means the school did not have a valid 2012 Base API and will not have any growth or target information.
"C"	means the school had significant demographic changes and will not have any growth or target information.
"D"	means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.
"I"	means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

**Missing Statewide and Similar Schools Ranks** – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

**Two or More Races:** – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

**Missing All Student Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Student Data** – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20



column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made through the testing contractor will be reflected in the updated API reports released in March 2014.



### **ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED**

#### **Contents**

- 3.1 Sample OPPA Report Card
- 3.2 Sample Quick Lookup
- 3.3 Sample 7<sup>th</sup> Grade ELA Benchmark Assessment
- 3.4 Sample 7<sup>th</sup> Grade Math Benchmark Assessment
- 3.5 Sample 8<sup>th</sup> Grade ELA Benchmark Assessment
- 3.6 Sample 8<sup>th</sup> Grade Math Benchmark Assessment
- 3.7 Sample 8<sup>th</sup> Grade History Benchmark Assessment
- 3.8 Sample 8<sup>th</sup> Grade Science Benchmark Assessment
- 3.9 Sample Data Director Report
- 3.10 Benchmark Results Analysis Template

Student: [REDACTED]

ID#: [REDACTED]

Grade: 7th Grade

Date: 07-30-2014

Term Name: Term 3 2013-2014

Principal: Annie Cervenka



**ST. HOPE**  
PUBLIC SCHOOLS



<p>Oak Park Prep 2315 34th Street Sacramento CA, 95817 (916) 649-7880</p>			Grades			
			Term 3			
Period	Course Title	Teacher Name				
	Oak Park Prep - Reading Comprehension - 7th Grade	Nichols, M	B+			
	Oak Park Prep - Science - 7th Grade	Hock, R	B+			
	Oak Park Prep - Math Problem Solving - 7th Grade	Bibel, N	A-			
	Oak Park Prep - Guided Reading - 7th Grade	Nichols, M	A			
	Oak Park Prep - HSS - 7th Grade	Pelton, N	A-			
	Oak Park Prep - Writing - 7th Grade	Nichols, M	A			
	Oak Park Prep - Physical Education	Pompelia, A	A			

Attendance	
Absent	Tardy

Notes
<p>SHS Marks:  A - Excellent  B - Above Average  C - Average  N - No Credit  CR - Credit*  NC - No Credit*</p> <p>*Does not count towards GPA</p>

Current Term GPA: 3.71

**Student Demographic Information**

	<b>Student Name:</b> [REDACTED] <b>Address:</b> Oak Park Prep St. HOPE Public Schools 2315 34th Street Sacramento, CA 95817 7th Grade	<b>Birth Date:</b> [REDACTED] <b>Gender:</b> Female <b>Address:</b> 3926 35th St Sacramento CA 95820	<b>Race 1:</b> American Indian Or Alaska Native <b>Primary Language:</b> Spanish <b>Language Fluency:</b> Redesignated Fluent Eng <b>Profic:</b> <b>Special Ed:</b> No <b>SSID:</b> 6180984404

**Gradebook, Grades to Date** Quarter 1 (08-12-2014 - 10-08-2014)

Class	Gradebook	Teacher	Enrollment	Last Updated	Grade
Period 1 (B), Period 7	7th Science (Cal Science)	Hock, Rachel	08-18-2014 to 08-27-2014	08-26-2014 05:23 pm	A / 111.1%
Period 1 (A)	7th HSS (Cal Social Studies)	Pelton, Nicole	08-18-2014 to 08-27-2014	08-27-2014 12:17 am	A / 93.6%
Period 2 (A), Period 2 (B)	7th Math Prob Solving (Cal)	Rao, Rajni	08-18-2014 to 08-27-2014	08-27-2014 12:17 am	A / 100%
Period 3 (A), Period 3 (B), Period 4	7th Reading Comp (CAL ELA)	Chavez, Ronnie	08-18-2014 to 08-27-2014	08-27-2014 08:19 am	A / 90%
Period 5	PE (PE 7th and 8th)	Jackson, Jerlon	08-18-2014 to 08-27-2014	08-26-2014 03:29 pm	

# **St. Hope Public Schools**

## **7ELA\_Q1 Benchmark**



**Directions:** Answer all questions on the answer sheet provided. When you are finished with a page, go on to the next page.

Read the following passage and answer questions 1 through 7.

---

### The Winner

- 1 Trevor was curiously studying the largest geography book he had ever seen when an instant message popped up on the computer screen.
- 2 *I hope you know the difference between Ob and Irtysh or I will definitely be the winner tomorrow!*
- 3 Trevor frowned. Kyle always said things like this, and they really bothered him. He honestly didn't care that Kyle was smarter than he was and was likely going to win the geography bee. He did care, though, that Kyle always felt the need to brag. From academic contests to athletic pursuits, Kyle boasted incessantly about his abilities. Many times Trevor's dad had told him that maybe Kyle, despite all his accomplishments, was insecure, and that Trevor should just ignore the bragging. After all, when Kyle wasn't detailing his talents, he was a pretty cool kid, and Trevor really liked to hang out with him.
- 4 Still, Kyle's words got under Trevor's skin and were now taking up residency in his head, crowding out the things that really mattered at the moment. Trevor shook his head, stretched, and typed "Ob" and "Irtysh" into an online search engine. After determining that Ob was a river in Asia and Irtysh was one of its tributaries, he decided he had studied enough and needed to get some rest.
- 5 The next afternoon, the middle school students gathered in the auditorium, anxiously awaiting the start of the geography bee. Trevor, Kyle, and the other contestants took their places on stage and chatted with the people around them. Kyle smiled confidently at Trevor and asked him if he was ready to win a second place ribbon. "Why do you always do that?" Trevor wanted to shout. Instead, he folded his arms across his chest and looked away.
- 6 An hour later, there were two competitors left on stage: Trevor and Kyle. The contest had come down to the two boys, and Kyle had missed his last question. Trevor knew the answer and so he faced one final question. If he answered correctly, he would win. "Where is the Ob River located?" asked Mrs. Cunningham, the moderator.
- 7 Trevor was stunned. He stole a glance at Kyle who looked as shocked as Trevor felt. If Kyle hadn't mentioned the Ob River last night in the instant message, Trevor never would have looked it up. By sheer coincidence, Trevor knew the answer and won the competition. The audience cheered.
- 8 Trevor immediately began scheming; he was prepared to utter enough boastful words to fill the Ob River in Asia. "Hey, Kyle!" he yelled as the stage began to clear. Kyle had been stacking chairs and looked up. Trevor paused, thinking hard about the right thing to say. Suddenly, the words his father had spoken to him came to mind. He remembered what his father had said about Kyle being insecure. Trevor cleared his throat and said, "Do you want to shoot some baskets after school?"
- 9 Kyle looked relieved. "Sure," he said. "That sounds great!"
- 10 Trevor smiled. It felt good to be victorious — in more ways than one.

- 1** Read this sentence from paragraph 6.

**"Where is the Ob River located?" asked Mrs. Cunningham, the moderator.**

**The word "moderator" contains the Latin roots *moderare*, meaning "to regulate or measure" and *-ator*, meaning "someone who." What does "moderator" mean in this sentence?**

- A.** a person who is in charge
- B.** a person who asks questions
- C.** a person who wins a contest
- D.** a person who is a competitor

- 2** How do Kyle's actions shape the conclusion of the story?

- A.** Kyle did not study hard enough to win the contest.
- B.** Kyle's poor behavior leads Trevor to behave the same way.
- C.** Kyle loses his friend by treating him poorly.
- D.** Kyle's boasting causes him to lose the contest.

- 3** What setting does the author use to establish the plot?

- A.** a school play
- B.** a geography bee
- C.** a basketball game
- D.** a computer class



**4** Which **THREE** statements should be included in a summary of the text?

- A.** Trevor had been studying a large geography book.
- B.** Both Trevor and Kyle were contestants in the geography bee.
- C.** Kyle sent Trevor an instant message that was meant to shake Trevor's confidence.
- D.** Kyle and Trevor both enjoy playing basketball together.
- E.** The audience cheered when Trevor won the competition.
- F.** Trevor found a mature way to interact with Kyle after the geography bee.
- G.** Kyle, Trevor, and the other contestants chatted on stage before the competition.

**5** **Part A:**  
How does Trevor feel about Kyle's behavior?

- A. He is frustrated by it.
- B. He admires it.
- C. He hardly thinks about it.
- D. He is afraid of it.

**Part B:**  
Which sentence from the text supports your answer?

- A. Kyle always said things like this, and they really bothered him.
- B. From academic contests to athletic pursuits, Kyle boasted incessantly about his abilities.
- C. Instead, he folded his arms across his chest and looked away.
- D. Trevor immediately began scheming; he was prepared to utter enough boastful words to fill the Ob River in Asia.

**6** Which excerpt from the passage **BEST** supports the idea that Trevor actually likes Kyle?

- A. From academic contests to athletic pursuits, Kyle boasted incessantly about his abilities.
- B. After all, when Kyle wasn't detailing his talents, he was a pretty cool kid.
- C. Kyle's words got under Trevor's skin and were now taking up residency in his head.
- D. Trevor, Kyle, and the other contestants took their places on stage and chatted with the people around them.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Read the following texts and answer questions 8 through 16.

---

**Hope for Hannah  
New York City, 1864**

- 1 Hannah Oglemeier jumped as the factory bell loudly proclaimed the end of another long work shift. Placing her hand on her back, she cringed as she felt her muscles stretch painfully. It was the end of another 14 hours hunched over a sewing machine, and she closed her eyes and sighed with the knowledge that it would begin all over again tomorrow.
- 2 "Hannah!"
- 3 Hearing her friend's cheerful voice, Hannah reluctantly opened her eyes. Muriel stood in front of her, smiling as always as she straightened her kerchief and wiped her oil-stained hands on her apron.
- 4 "You be sure to wish Alfred a happy birthday for me, Hannah." Muriel's smile broke for a moment as she added, "How I wish I could have gotten the boy something. It's just been so rough this month, what with Henry sick and all."
- 5 Muriel's husband had been ill for two months now, and Hannah knew that her friend was barely able to buy him soup, let alone purchase a gift for Alfred.
- 6 "But he's doing better every day. That he is," Muriel continued with conviction as she nodded and smiled. "I just know he'll be back to work soon. You tell Alfred that I'll give him something next month. I'm sure things will be better by then."
- 7 Hannah placed a hand on her friend's arm and squeezed it reassuringly. She knew all too well that it would not be better next month; in fact, it seemed these days that it would never get better. Ever since her family had moved to New York City two years ago to be a part of this new industrial "revolution," they had suffered terrible living and working conditions and earned hardly any money. Some days, Hannah was amazed at Muriel's ability to continue to find a silver lining in every cloud.
- 8 But as she collected her meager earnings and descended the factory steps with the other female workers, Hannah felt her spirits begin to lift. Separating herself from the group, she pulled out a pouch that she had hidden in the lining of her skirt and added the day's wages to it.
- 9 On the crowded, dirty street, she hurried about her errands. First, she stopped at the butcher, for tonight she would surprise Alfred with meat for dinner. Then, she visited the grocer for some bread before finally stopping somewhere she hardly ever entered—the toy-maker's store. Awkwardly, she stepped inside and searched for the item she had been watching in the window for weeks. Bringing the toy to the counter, she pulled out her money pouch with trembling hands. Would she have enough to pay for it?
- 10 Hannah held her breath as she slowly counted out the coins, one by one. With a soaring heart, she handed the clerk her very last coin, knowing that it was just enough to buy Alfred the little tin soldier in front of her. She smiled at the clerk with a mixture of relief and joy. She had saved for months, but she was able to give her son a birthday gift that he would truly love. She couldn't wait to see the look on his face!
- 11 As Hannah left the store, she held the wrapped package tightly to her chest. Suddenly, the endless work shifts and miserable living conditions all seemed worth it, just to have the opportunity to hand her son a simple toy. She couldn't help but smile at the idea as she entered

the broken-down tenement where they lived and climbed the stairs with anticipation for the evening and renewed hope for tomorrow.

### **The Industrial Revolution**

- 1 The Industrial Revolution was a time of enormous growth in industry, primarily due to the invention of machines that could produce goods faster and better than ever before. This revolution began in Europe in the eighteenth century when machines for the textile and iron industry were first invented and with the development of the steam engine. Factories were built to help create goods in a timely and efficient manner. As a result, people began to move away from farms and into cities, where they could obtain reliable work and wages. This revolution in industry later extended to the United States as well.
- 2 The Industrial Revolution included innovations in several different areas. Steam-powered ships and railroads made transportation faster and more reliable. Communication also improved with the invention of the telegraph. This device transmitted messages across the country in a fraction of the time that it took to send a letter. In addition, the financial industry boomed with the establishment of the London and New York stock exchanges.
- 3 In general, people benefited greatly from this time. The upper and middle classes made fortunes from investments and new business opportunities. Their standard of living increased as the introduction of mass-produced goods provided more options and availability of items. The working class did not experience as many benefits at first. They received low wages in return for working long hours in factories, and they lived in overcrowded and unsanitary apartments. However, the conditions of the working class improved in the late 1800s with the establishment of unions and laws to improve factory conditions.
- 4 Overall, the Industrial Revolution was a time of significant achievement and the beginning of a new and improved manufacturing age. This time period improved the quality of life for society and helped to develop the modern world we know today.

- 8** Read the sentence from paragraph 6 of "Hope for Hannah."

"But he's doing better every day. That he is," Muriel continued with conviction as she nodded and smiled.

**What does the word conviction mean in the passage?**

- A.** strong belief
- B.** growing fear
- C.** gentle action
- D.** quick decision

- 9** Read the last sentence from paragraph 2 of "The Industrial Revolution." Which of the following is closest in meaning to boomed as it is used in this sentence?

- A.** exploded dangerously
- B.** grew rapidly
- C.** became wildly popular
- D.** made a great noise

**10** Select the **TWO** choices that describe how Alfred's birthday influenced the other characters in the text "Hope for Hannah."

- A.** It prompted Muriel to purchase a gift.
- B.** It prompted Hannah to visit a toy store.
- C.** It caused Muriel to feel a sense of guilt.
- D.** It prompted Hannah to purchase bread.
- E.** It prompted Muriel to reveal a secret about her spouse.
- F.** It caused Hannah to question her friend's outlook on life.

**11** Which paragraph from "The Industrial Revolution" develops the idea about the factory work experience during this time period?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

**12** Read the first sentence of "Hope for Hannah."

Hannah Oglemeyer jumped as the factory bell **loudly proclaimed** the end of another long work shift.

The phrase **loudly proclaimed** MOST characterizes the factory bell as

- A. interfering with the daily routine.
- B. warning of dangerous situations.
- C. creating a celebratory mood.
- D. dictating the daily schedule.

**13** Which of the following words BEST takes the place of the word **rough** in the last sentence of paragraph 4 of "Hope for Hannah" ?

- A. difficult
- B. unpolished
- C. violent
- D. coarse

**14** What is the central idea of "Hope for Hannah"?

- A. The Industrial Revolution presented interesting opportunities.
- B. The Industrial Revolution caused a major global depression.
- C. The Industrial Revolution included hardships for many.
- D. The Industrial Revolution was a time of important change.

**15** Which sentence from "Hope for Hannah" supports the idea that Hannah and her family do not have extra money?

- A. Muriel stood in front of her, smiling as always as she straightened her kerchief and wiped her oil-stained hands on her apron.
- B. Then, she visited the grocer for some bread before finally stopping somewhere she hardly ever entered—the toy-maker's store.
- C. Separating herself from the group, she pulled out a pouch that she had hidden in the lining of her skirt and added the day's wages to it.
- D. She had saved for months, but she was able to give her son a birthday gift that he would truly love.



Complete question 16 in the test booklet.

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- 16

Summarize the main idea of paragraph 3 of “The Industrial Revolution.” Briefly describe ONE approach the author uses to develop this key idea.


Read the following passage and answer questions 17 through 22.

---

### **Dreaming Big, Three Friends Help Each Other to Succeed**

- 1 Sampson Davis, George Jenkins, and Rameck Hunt made a life-changing pact with one another when they were just juniors in high school: they decided that they all would become doctors. The three friends had bonded after realizing they were all smart, and they were all determined to make something of their lives. Jenkins had been dreaming of becoming a dentist since he was 13 years old. He told Davis and Hunt about his dream and convinced them that they, too, should set their goals high.
- 2 Growing up in Newark, New Jersey, in the 1980s was not easy. Crime, gangs, and drugs defined the neighborhood where Davis, Jenkins, and Hunt lived. The dropout rate at their high school was 50%. But these young men were determined to overcome these incredible obstacles even though they witnessed failure and defeat all around them.
- 3 These courageous young men depended on each other a great deal during high school. They studied together while their classmates skipped school to hang out on the streets. They socialized together so that they could avoid getting mixed up with people who would bring them down. Most of all, they supported and encouraged each other. While others laughed at the three for dreaming so big, they reminded each other not to give up.
- 4 When Davis, Jenkins, and Hunt graduated from high school, they went on to Seton Hall University for college. Again, they worked hard to overcome obstacles. College was expensive, and they had to work and apply for scholarships. They sometimes toyed with the idea of quitting, but whenever one of them felt down, the other two motivated him to keep going. They excelled in college, and Jenkins went on to dental school while Davis and Hunt went to medical school.
- 5 Today, Dr. Hunt is an internist at a medical center and an assistant professor at a medical school. Dr. Jenkins is an assistant professor at a dental university, and Dr. Davis is an emergency room physician. That's not all, though: the three are also highly involved in the community. They speak to young people about overcoming the incredible challenges of the inner city, and they share their story of determination.
- 6 The three doctors have written several books to inspire others with their message of drive and dedication. They enjoy being role models and teaching young people to work hard and to be patient when striving for a goal. They use their lives as an example of the importance of surrounding yourself with positive people. Most of all, they encourage others to do what they did: dream big.

- 17** Select the **THREE** choices that describe how the three friends' decision to make a pact influenced the events described in the text.
- A.** It led to Jenkins dreaming of becoming a dentist.
  - B.** It led to Davis and Hunt deciding to set personal goals.
  - C.** It led to the friends getting together to do schoolwork.
  - D.** It led to the friends getting involved in criminal activities.
  - E.** It led to the friends forming a tight bond with each other.
  - F.** It led to Jenkins securing a position as an assistant professor.
  - G.** It led to Davis and Hunt being accepted into medical school.

**18** How did the relationship among the three men enable them to reach their goals?

- A. One at a time, each succeeded and helped the others.
- B. Two of them sacrificed so the third could become a success.
- C. They became a solid support group for each other.
- D. Each competed against the others to be successful.

**19** Which statement identifies two themes from this passage?

- A. People need others in order to succeed, and success requires dedication.
- B. People can overcome their own mistakes, and wealth can bring opportunity.
- C. Telling the truth is important, and education is important to succeed.
- D. Friends help friends, and people should respect authority.

**20** Which is the BEST summary of the passage?

- A. Three doctors write a book about their experience of becoming doctors. They describe a time when they dreamed of becoming doctors, then describe that dream fulfilled.
- B. Three doctors work in a rough neighborhood and give back to their community. They help others who dream of one day becoming doctors themselves.
- C. Three high school students make a pact to become doctors. They study, encourage each other, and overcome many obstacles to eventually achieve their dream.
- D. Three high school students agree to become doctors. They live in a neighborhood filled with crime, gangs, and drugs, and see failure all around them.

**21** Which detail from the passage BEST supports the idea that the community the men grew up in was a hard place to get an education?

- A. the pact the men made
- B. the location of Newark
- C. the expense of attending Seton Hall
- D. the dropout rate at their high school

- 22** Read this statement **ABOUT** the passage.

**The three men were committed to their goals.**

**Which detail from the passage BEST supports the statement?**

- A.** the goals the men set for themselves
- B.** the study habits of the men
- C.** the setting in which the men made their goals
- D.** the intelligence of the men



# **St. Hope Public Schools**

## **7MATH\_Q1 Benchmark**



**Directions:** Answer all questions on the answer sheet provided. When you are finished with a page, go on to the next page.

Read questions 1 through 35 and select the best answer.

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- 1** In the middle of the afternoon, the temperature outside was  $0^{\circ}\text{F}$ . An hour later, the temperature had decreased by  $12^{\circ}\text{F}$ . An hour after that, the temperature had decreased by another  $4^{\circ}\text{F}$ . What increase in temperature is needed to return to the original temperature of  $0^{\circ}\text{F}$ ?

- A.  $4^{\circ}\text{F}$
- B.  $8^{\circ}\text{F}$
- C.  $12^{\circ}\text{F}$
- D.  $16^{\circ}\text{F}$

- 2** Mr. Jeffries has \$72 in his wallet. He pays \$67 in cash for groceries and withdraws \$49 in cash from his bank account. How much can he spend before he has no cash left in his wallet?

- A. \$44
- B. \$54
- C. \$90
- D. \$188

- 3** Which situation can be described by this equation?

$$n + (-n) = 0$$

- A. Equal amounts of money are placed in two different savings accounts. The sum of the two amounts equals \$0.
- B. Two students are playing a number game. In the game, a number  $n$  is added to 0 to make a mystery number. That mystery number is 0.
- C. The greatest height in feet that a rocket travels and the opposite of that distance have a sum of 0 feet.
- D. A family drives  $n$  miles from home during the first day of a trip. They drive an additional  $n$  miles from home on the second day. The sum of the distances for the two days is 0 miles.



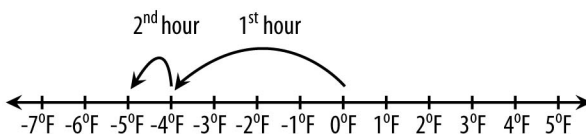
- 4** Jaime hiked for 3 days across an island. He started at the shoreline, which is at an elevation of 0 feet.

- At the end of day 1, Jaime had gained 2,150 feet in elevation.
- At the end of day 2, he had gained an additional 1,970 feet in elevation.

On day 3, Jaime hiked down to the shoreline on the other side of the island, which is also at an elevation of 0 feet. How many feet in elevation did he lose on day 3?

- A. 1,970 feet
- B. 2,060 feet
- C. 2,150 feet
- D. 4,120 feet

- 5** The number line shows the temperature drop over a two-hour time period.



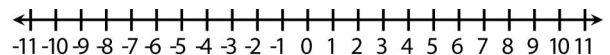
By how much does the temperature have to increase to return to 0 °F?

- A. 2 °F
- B. 5 °F
- C. 4 °F
- D. 1 °F

- 6** Which of these is correct?

- A.  $15 + (-15) = 0$
- B.  $-15 - 15 = 0$
- C.  $15 + 15 = 0$
- D.  $-15 + (-15) = 0$

- 7** Use this number line to answer the question.



Which of the following describes the location on the number line for the sum of 4 and -6?

- A.  $|-6|$  units to the right of 4
- B.  $|-6|$  units to the left of 4
- C. 4 units to the left of -6
- D. 4 units to the right of  $|-6|$

- 8** Which word problem can be solved by evaluating the expression?

$$-4 + (-6) + (-2)$$

- A. The temperature in Alaska was  $-4^{\circ}\text{F}$  when the sun came up. During the day the temperature rose  $6^{\circ}\text{F}$ , and by midnight it had dropped  $2^{\circ}\text{F}$ . What was the final temperature after midnight?
- B. The temperature in Alaska was  $-4^{\circ}\text{F}$  when the sun came up. When the sun went down the temperature dropped  $6^{\circ}\text{F}$ , and by midnight it had dropped another  $2^{\circ}\text{F}$ . What was the overall change in temperature?
- C. The temperature in Alaska was  $-4^{\circ}\text{F}$  when the sun came up. When the sun went down the temperature dropped  $6^{\circ}\text{F}$ , and by midnight it had dropped another  $2^{\circ}\text{F}$ . What was the final temperature after midnight?
- D. The temperature in Alaska was  $-4^{\circ}\text{F}$  when the sun came up. During the day the temperature rose  $18^{\circ}\text{F}$ , and by midnight it had dropped  $2^{\circ}\text{F}$ . What was the final temperature after midnight?

- 9** Last night, the temperature at midnight outside Peter's home was  $-2^{\circ}\text{Celsius}$ . By 3:00 a.m., the temperature had changed by  $-8^{\circ}\text{Celsius}$ . Which equation correctly finds the sum of  $-2$  and  $-8$ ?

- A.  $-2 - |-8| = -10$
- B.  $-8 + |-2| = -6$
- C.  $8 + |-2| = 10$
- D.  $-2 + |-8| = 6$

- 10** Juaqine plans to make three different kinds of cookies. The amount of sugar required for each kind of cookie is shown below.

- Chocolate chip:  $1\frac{1}{4}$  cups
- Oatmeal raisin:  $\frac{2}{3}$  cup
- Peanut butter:  $\frac{1}{2}$  cup

**How much sugar does Juaqine need to complete all three recipes?**

- A.  $1\frac{4}{9}$  cups
- B.  $1\frac{7}{12}$  cups
- C.  $2\frac{1}{3}$  cups
- D.  $2\frac{5}{12}$  cups

- 11** Which expression is equivalent to  $-12 - 40$ ?

A.  $12 + (-40)$   
B.  $-12 + (+40)$   
C.  $-12 + (-40)$   
D.  $12 + (+40)$

- 12** Suppose that  $y$  and  $z$  are rational numbers. Which expression is equivalent to  $y - z$ ?

A.  $y + (-z)$   
B.  $y + z$   
C.  $-y + z$   
D.  $-y + (-z)$

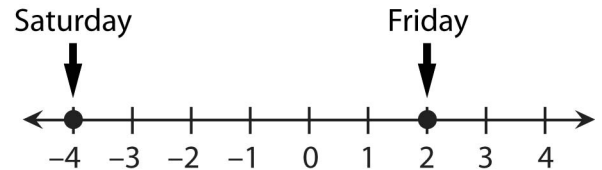
- 13** Samadhi writes the expression below.

$$43 - 27$$

Aryanna writes an expression that has the same value as the expression Samadhi wrote. Which of these could be the expression Aryanna writes?

A.  $43 - (-27)$   
B.  $43 + (-27)$   
C.  $-43 + 27$   
D.  $-43 - 27$

- 14** The number line shows the change in the level of water in a fish tank above and below the recommended level represented by 0.



Which expression shows how to find the distance between the water levels on Friday and Saturday?

A.  $|-4| - 2$   
B.  $|2 - 4|$   
C.  $|2 - (-4)|$   
D.  $|-4 - (-2)|$

- 15** What two points are a distance of 7 units from the point 4 on the number line?

A. 3 and -11  
B. -3 and -11  
C. -3 and 11  
D. 3 and 11

- 16** At the store, Martin buys a bottle of juice for \$2.99, a pound of cheese for \$5.45, and a bunch of grapes for \$1.70. What is the total bill for these items?

A. \$8.04  
B. \$8.61  
C. \$9.14  
D. \$10.14

- 17** What is the result of this subtraction?

$$4.5 - (2.7 - 6.8) =$$

A. -8.6  
B. -5.0  
C. 0.4  
D. 8.6

- 18** Which number is equivalent to this expression?

$$\frac{2}{3} - \left(-\frac{3}{4}\right) + \frac{5}{4}$$

A.  $\frac{5}{6}$   
B.  $\frac{8}{3}$   
C.  $\frac{5}{2}$   
D.  $\frac{7}{6}$

- 19** Margaret needs to find the value of the expression below.

$$\frac{1}{2} - \frac{3}{4}(11 + 5) + \frac{1}{4}$$

Which expression has the same value?

A.  $\left(\frac{1}{2} + \frac{1}{4}\right) - 12$   
B.  $\frac{1}{2} - \frac{3}{4} - 16 - \frac{1}{4}$   
C.  $\frac{1}{2} - \left(\frac{3}{4} + \frac{1}{4}\right) - 16$   
D.  $\left(\frac{1}{2} + \frac{1}{4}\right) - \frac{33}{4} + 5$

- 20** What is the sum?

$$3\frac{1}{4} + 2\frac{1}{3} + 5\frac{3}{4} =$$

A.  $10\frac{1}{3}$   
B.  $10\frac{5}{11}$   
C.  $11\frac{1}{3}$   
D.  $11\frac{5}{11}$

- 21** What is the value of the expression?

$$6\frac{1}{9} \div 1\frac{5}{6}$$

- A.  $\frac{8}{9}$
- B.  $1\frac{2}{3}$
- C.  $3\frac{1}{3}$
- D.  $6\frac{2}{15}$

- 22** What is the result of this calculation?

$$\frac{1}{2} \cdot \frac{4}{3} + \frac{5}{6} \div \frac{7}{8} =$$

- A.  $1\frac{19}{48}$
- B.  $1\frac{13}{21}$
- C.  $1\frac{33}{42}$
- D.  $1\frac{27}{48}$

- 23** Norma needs to find the sum of the fractions below.

$$\frac{3}{8} + \frac{5}{6}$$

Norma starts by multiplying the first fraction by  $\frac{3}{3}$ . By which number should she multiply the second fraction?

- A.  $\frac{3}{3}$
- B.  $\frac{5}{5}$
- C.  $\frac{8}{8}$
- D.  $\frac{4}{4}$

- 24** What is the value of the expression shown?

$$\frac{1}{2}(6.2 - 0.04)$$

- A. 2.7
- B. 2.9
- C. 3.06
- D. 3.08

- 25** Callie wrote this number to show the change in volume of a water cooler after practice.

$$-\frac{9}{10}$$

Which number is equivalent to the one Callie wrote?

- A.  $\frac{-9}{10}$
- B.  $\frac{-9}{-10}$
- C.  $-\frac{9}{-10}$
- D.  $\frac{9}{10}$

- 26** Tia takes \$50 from her bank account to pay for bus fare for the month. She does this each month for 7 months in a row. Which equation models this situation and represents the change it causes in Tia's bank balance?

- A.  $(-\$50) \times 7 = -\$350$
- B.  $(-\$50) - 7 = -\$57$
- C.  $\$50 \times (-7) = \$350$
- D.  $(-\$50) + 7 = \$43$

- 27** Felix writes the math problem below.

$$(-3)(-5 + (-8)) = n$$

Which is true?

- A.  $n = -39$
- B.  $n = -9$
- C.  $n = 9$
- D.  $n = 39$

- 28** Kyle wrote this equation to represent a story problem.

$$3 \cdot -\$4 = -\$12$$

Which story problem matches Kyle's equation?

- A. Kyle earned \$3 the first week and loaned \$4 to his brother the second week. How much money did Kyle have at the end of the second week?
- B. Each week for 3 weeks, Kyle borrowed \$4 from his brother. How much money did Kyle owe at the end of 3 weeks?
- C. Each week for 3 weeks, Kyle earned \$4 watering plants. How much money did Kyle have at the end of 3 weeks?
- D. Kyle made 3 projects that each used up 4 feet of ribbon. How much ribbon was used in all?

**29** Which of the expressions equal  $-5$ ?

1.  $\frac{-30}{6}$
2.  $-\left(\frac{30}{6}\right)$
3.  $\frac{30}{-6}$
4.  $\frac{-30}{-6}$

- A. 1 and 3 only  
 B. 2 and 4 only  
 C. 1, 2, and 3 only  
 D. 1, 2, 3, and 4

**30** A group of 5 friends ate lunch at a restaurant. The bill came to \$42 and the friends agreed to split it equally. Which expression represents the number of dollars each person paid?

- A.  $5 \times 42$   
 B.  $\frac{5}{42}$   
 C.  $\frac{42}{5}$   
 D.  $42 - 5$

**31** The math teacher writes the Problem of the Day on the board, as shown below.

$$\frac{-24}{-5 + 5}$$

Which statement about the expression is true?

- A. The expression is rational.  
 B. The expression is positive.  
 C. The expression is negative.  
 D. The expression is undefined.

**32** Look at this expression.

$$\frac{-20 - 8}{4}$$

Which is an equivalent expression?

- A.  $-5 - 2$   
 B.  $-5 + 2$   
 C.  $-5 + 8$   
 D.  $-5 - 8$

**33** Spencer used 3.7 pounds of catfish and 2.3 pounds of shrimp to make gumbo. He refrigerated the gumbo in 4 containers, each with the same amount of gumbo. How many pounds of gumbo were in each container?

- A.  $1\frac{11}{40}$  lb
- B.  $1\frac{1}{2}$  lb
- C. 2 lb
- D.  $5\frac{3}{5}$  lb

**34** Amy said  $\frac{4}{9}$  of her teammates got hits during a recent softball game. Which decimal represents this same amount?

- A. 0.49
- B.  $0.\overline{444}$
- C.  $0.\overline{49}$
- D. 0.444

**35** Steven brings 4 pounds of macaroni and cheese to a potluck dinner. There are a total of 15 people attending the dinner. If the macaroni and cheese is shared evenly, how much does each guest receive?

- A. 0.27 pound
- B. 0.6 pound
- C. 2.7 pounds
- D. 3.75 pounds





# **St. Hope Public Schools**

## **8ELA\_Q2 Benchmark**

DRAFT

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**Directions:** Answer all questions on the answer sheet provided. When you are finished with a page, go on to the next page.

Read the text and answer questions 1 through 8.

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### On Their Way

- 1 “Well, Crocker, everyone said it couldn’t be done, but we’re doing it.” Despite traveling over rocky, unpaved terrain, and not being entirely sure about exactly where they were, as usual, Horatio “Nelson” Jackson was in high spirits. The car was running, the weather was good, and the tires were new. Better yet, they had just made it over the Rockies, the single greatest challenge to their goal of completing the first ever cross-country trip by automobile. Furthermore, they had just left yet another small town where people had cheered them like conquering heroes. Not one of them had ever set eyes on an automobile before.
- 2 In his man-of-few-words way, Sewall Crocker, the mechanic and codriver, replied, “That we are.” Even though he was smiling, too, he couldn’t help but reflect silently on the extreme difficulty they had experienced just a week and a half ago. That was when the bolts holding the connecting rod to the axle had snapped off after so much driving over gullies, ditches, and rocks, not to mention bumping over bridges that were made for trains, not automobiles. They had been in Wyoming, but they’d had to call the car company in Ohio and wait several days for a train to deliver new parts.
- 3 There had been many challenging days since they left San Francisco, but today was free and easy. Both men were suffused with the heady joy of their adventure. Cars were an uncommon sight in 1903, and the whole country had just 150 miles of road at the time. Yet, there they were, a new Lewis and Clark: pioneers crossing a continent, men of vision and courage breaking new ground.
- 4 Just then they were jolted out of their complacency by a thunderous and all-too-familiar snapping sound. Jackson looked at Crocker like a man in a dentist’s chair during a tooth extraction. Crocker returned a look of no less pain and anxiety. They both knew the sound that they had heard just a week and a half ago: it was the other connecting rod giving way.
- 5 “I’ll do the search this time,” said Jackson, meaning he would walk however far it took to try to find someone who could give them assistance. He grabbed a canteen and his jacket in case the search took many hours. Crocker just nodded despairingly and settled in for the duration: by now, he knew that could be quite a stretch.
- 6 After a few lonely, difficult hours, Jackson at last encountered a railroad crew. “Fellas,” he said, “I’ve got a problem with my automobile.” At first the workers had no idea what Jackson was talking about. There were horses and railroads in these parts, and stagecoaches, of course, but no automobiles yet. Still, they eventually gave Jackson the help he needed by towing the car to a small town called Archer. Once again, Jackson placed a call to the car company, and once again he and Crocker spent endless days waiting for parts to arrive. As soon as they did, Crocker, now with a more experienced hand, installed them and they were finally on their way again, ready to cross the vast Great Plains.

**1** Read this sentence from the text.

Jackson looked at Crocker like a man in a dentist's chair during a tooth extraction.

Which **BEST** explains the meaning of extraction?

- A. The Latin prefix *ex-* means "out," and the Latin root *tract* means "turn."
- B. The Latin prefix *ex-* means "out," and the Latin root *tract* means "pull."
- C. The Latin prefix *ex-* means "not," and the Latin root *tract* means "turn."
- D. The Latin prefix *ex-* means "former," and the Latin root *tract* means "pull."

**2** How does the author create suspense when the second connecting rod breaks?

- A. The characters experience something they have already experienced.
- B. The characters are in the middle of a long and challenging journey.
- C. The characters know what is happening before the reader does.
- D. The characters must discontinue their journey for a brief time.

**3** Read this sentence from the text.

Yet, there they were, a new Lewis and Clark: pioneers crossing a continent, men of vision and courage breaking new ground.

Which **BEST** describes the effect on the reader of mentioning Lewis and Clark?

- A. It emphasizes the grave dangers Jackson and Crocker face.
- B. It creates a sense that their mission won't succeed.
- C. It helps define ground that can't be broken.
- D. It suggests the greatness of Jackson and Crocker.

**4** Which evidence from the text most strongly supports the inference that Jackson and Crocker's next stop will be somewhere beyond the American West?

- A. They had just made it over the Rockies.
- B. They had been in Wyoming.
- C. There had been many challenging days since they left San Francisco.
- D. They were finally on their way again, ready to cross the vast Great Plains.

**5** How does finding the railroad workers move the plot forward?

- A. The railroad workers place a call to the car company.
- B. The railroad workers fix the train bridges that the car must cross.
- C. The railroad workers have no idea what an automobile is.
- D. The railroad workers tow the car to a small town.

**6** How do the actions of the characters help develop the theme?

- A. They keep going despite many and repeated challenges.
- B. They reflect the power of the individual who is in conflict with nature.
- C. They show that a good attitude is more important than money is.
- D. They remain friends despite many hardships and difficulties.

**7** What does the line “I’ll do the search this time” in paragraph 5 reveal about the relationship between Crocker and Jackson?

- A. It suggests that Jackson isn’t just the driver and Crocker isn’t just the mechanic; instead, they are a team.
- B. It suggests that Jackson is frustrated with Crocker, who has tried to get help at other times but failed.
- C. It suggests that Jackson is in charge of the trip; nevertheless, just this once, Crocker can be in charge.
- D. It suggests that Jackson isn’t just the driver; he also knows better than Crocker does how to get help.

DRAFT

Read the following texts and answer questions 9 through 20.

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### **Keep Bikes Out of 100 Oaks Park**

- 1 It was with a sense of dismay that I read about the town council's plan to allow cyclists to access 10 of the 12 scenic trails in our beloved 100 Oaks Park. I have spent many afternoons exploring the park's paths and enjoying the natural splendor of this vast wooded area. Once bikes appear, I believe the quiet calm that makes this place so special to so many will be lost forever.
- 2 Allowing bikes on park trails will make traveling them both less enjoyable and more dangerous for hikers and joggers. For years, people have loved slowly strolling through the park and stopping to take photos or simply admire a squirrel along the way. They relished being able to let go of all their stress and worry for a short time. This kind of experience simply won't be possible if people traveling on foot need to constantly look over their shoulders for mountain bikes whizzing down hills or zooming around corners. Make no mistake—people *will* need to be on their guard. A collision between a cyclist traveling at even a modest speed and a child, a pet, or an adult could potentially result in injury.
- 3 It's not only the hikers who frequent 100 Oaks Park that I'm worried about. Permitting cycling in the park will have an impact on plants and animals too. Fast-moving bikes may destroy many of the flowers and grasses along trail edges that hikers could avoid because of their slower speed. Cyclists may startle wildlife. The numbers of small animals in an area may decrease if trees are cut down. Erosion is also a concern. Biking on dirt trails disturbs and damages the top layer of soil. When it rains, this loose soil can be easily washed away. If there is too little rain in an area, grass and other plants can turn brown and die.
- 4 I agree with the town council that our community needs to encourage people to get outdoors and exercise. There are many options aside from cycling in the park, though. We already have an outdoor swimming pool, tennis courts, and a baseball field. Let's not forget there is also a lengthy biking path along the waterfront.
- 5 Biking is a great form of exercise. Certainly, I can understand the allure of cycling in 100 Oaks Park. However, I think people should continue to discover these trails and the many natural wonders of this unspoiled space by traveling on foot.

### **Let Cyclists Share Our Park**

- 1 As a hiker and a cyclist, I am extremely happy that I will soon be able to hop on my bike and explore most of the scenic trails in 100 Oaks Park. I understand that those who like to travel on foot have reservations about this plan. Personally, though, I believe it is one of the best ideas put forth by our town council in years.
- 2 Some hikers seem to believe that cyclists will drive recklessly and show little to no regard for others using the trails. This is an unfair assumption. There are bad drivers on the roads, but this does not mean that every person who gets behind the wheel of a vehicle will put others in danger. Similarly, there are inconsiderate cyclists and responsible ones. As someone who considers herself a member of the latter group, I can assure those who are hesitant about the council's plan that we always give the right of way to hikers. We maintain control of our bikes, and we make our presence known to others we encounter during our outdoor adventures.

- 3 I agree with the notion that biking will have an impact on the park's flora and fauna, but this is true of any human activity. Walking shoes as well as bike wheels can crush delicate plants. The presence of people in an area—regardless of how they are traveling—can frighten wildlife. Further, hikers who venture into forests will cause more disruptions to delicate ecosystems than cyclists who stay on designated paths. Erosion can be addressed by closing trails to cyclists during particularly wet and rainy times of year. Good trail design can also greatly reduce the severity of erosion.
- 4 Like many other people in the United States, the citizens of our community could be in better shape. I applaud any plan designed to encourage people to get outdoors and get moving. I realize we already have a pool and tennis courts, but many people simply cannot afford the membership fees to access these facilities. Purchasing a bicycle is a one-time expense. A decent one that is looked after can last a long time.
- 5 I realize that change is always difficult. Those who have been hiking our park's trails for years may be reluctant to share this wonderful place with cyclists. However, with a little patience and a few compromises, I believe our entire community can experience the pleasure of spending time in this truly majestic place. Furthermore, hikers will always have the option to stick to the two trails that will be permanently off limits to cyclists.



- 9** Read this sentence from paragraph 2 of “Keep Bikes Out of 100 Oaks Park.”

A collision between a cyclist traveling at even a modest speed and a child, a pet, or an adult could potentially result in injury.

Now read this thesaurus entry for modest.

**modest** *adj.* ('mädəst) 1. humble  
2. small 3. satisfactory 4. shy

Which word is the **BEST** synonym for modest as it is used in the sentence?

- A. humble
- B. small
- C. satisfactory
- D. shy

- 10** On which point would the authors of the texts **DISAGREE**?

- A. Cyclists frighten wild animals more than hikers do.
- B. Cyclists disturb natural areas more than hikers do.
- C. Cyclists can cause damage to plants in natural areas.
- D. Cyclists can cause erosion if they bike on dirt trails.

- 11** Which choice describes how the authors of the texts interpret the fact that 100 Oaks Park will soon open most of its trails to cyclists **DIFFERENTLY**?

- A. The author of “Keep Cyclists Out of 100 Oaks Park” views it as something that could pose a threat to hikers’ safety, while the author of “Let Cyclists Share Our Park” views it as a change that could help make the park more secure.
- B. The author of “Keep Cyclists Out of 100 Oaks Park” views it as something that will interfere with the ability of current users to enjoy the park, while the author of “Let Cyclists Share Our Park” views it as a way to allow more individuals to enjoy the park.
- C. The author of “Keep Cyclists Out of 100 Oaks Park” views it as something that most people will embrace, while the author of “Let Cyclists Share Our Park” views it as a change that will be difficult for many people to accept.
- D. The author of “Keep Cyclists Out of 100 Oaks Park” views it as something that will discourage people from exercising, while the author of “Let Cyclists Share Our Park” views it as something that will encourage people to spend more time outside.

**12** Which choice **BEST** summarizes the author's main argument in paragraph 4 of "Let Cyclists Share Our Park"?

- A.** Bicycles are easy and cheap to maintain.
- B.** Cycling is better exercise than swimming.
- C.** Bicycles can be used for several years.
- D.** Cycling is an affordable form of exercise.

**13** Read these sentences from paragraph 2 of "Keep Bikes Out of 100 Oaks Park."

**They relished being able to let go of all their stress and worry for a short time. This kind of experience simply won't be possible if people traveling on foot need to constantly look over their shoulders for mountain bikes whizzing down hills or zooming around corners.**

Which line from "Let Cyclists Share Our Park" **BEST** responds to the viewpoint expressed in these sentences that hikers will always need to worry about cyclists in the park?

- A.** As a hiker and a cyclist, I am extremely happy that I will soon be able to hop on my bike and explore most of the scenic trails in 100 Oaks Park.
- B.** Some hikers seem to believe that cyclists will drive recklessly and show little to no regard for others using the trails.
- C.** We maintain control of our bikes, and we make our presence known to others we encounter during our outdoor adventures.
- D.** However, with a little patience and a few compromises, I believe our entire community can experience the pleasure of spending time in this truly majestic place.

- 14** Read this sentence from paragraph 3 of “Let Cyclists Share Our Park.”

Further, hikers who venture into forests will cause more disruptions to delicate ecosystems than cyclists who stay on designated paths.

**Which idea does this sentence strengthen?**

- A.** People on bikes do not necessarily cause more damage than hikers.
- B.** Those on foot cause more damage to the park than bikers cause.
- C.** Separate paths should be made for mountain bikers and hikers.
- D.** Hikers are typically irresponsible and fail to follow the rules.

- 15** Read this sentence from paragraph 2 of “Keep Bikes Out of 100 Oaks Park.”

Make no mistake—people *will* need to be on their guard.

**When the author says people will need to be on their guard, he or she means that people will need to**

- A.** keep control of their pets to protect them.
- B.** caution cyclists not to drive too quickly.
- C.** pay attention to what is going on around them.
- D.** try to control their anger and frustration.

**16** Which statement **BEST** describes how the author of “Keep Bikes Out of 100 Oaks Park” draws a distinction between the way bikers would experience the park and the way hikers do?

- A.** The author presents bikers as interested in excitement and hikers as people who enjoy quietly strolling through the park looking at nature.
- B.** The author argues that hikers should have the trail to themselves, while people interested in exercise should use other facilities, such as swimming pools, tennis courts, or baseball fields.
- C.** The author suggests that hikers are nature lovers, while bikers do not appreciate the beauty of nature.
- D.** The author focuses on the bikes' impact on nature and contrasts it with the quiet calm that he has always appreciated on the trail.

- (The page contains a large, faint, diagonal watermark reading "DRAFT" across the center.)*

**18** Which TWO sentences from “Keep Bikes Out of 100 Oaks Park” support the central idea that allowing bicyclists will disturb the peaceful nature of 100 Oaks Park?

- A. I have spent many afternoons exploring the park’s paths and enjoying the natural splendor of this vast wooded area.
- B. They relished being able to let go of all their stress and worry for a short time.
- C. Make no mistake—people *will* need to be on their guard.
- D. Fast-moving bikes may destroy many of the flowers and grasses along trail edges that hikers could avoid because of their slower speed.
- E. Cyclists may startle wildlife.
- F. When it rains, this loose soil can be easily washed away.

- 19** Read this sentence from paragraph 4 of “Keep Bikes Out of 100 Oaks Park.”

**There are many options aside from cycling in the park, though.**

**Which sentence from the text BEST supports this statement?**

- A.** A collision between a cyclist traveling at even a modest speed and a child, a pet, or an adult could potentially result in injury.
- B.** I agree with the town council that our community needs to encourage people to get outdoors and exercise.
- C.** We already have an outdoor swimming pool, tennis courts, and a baseball field.
- D.** Certainly, I can understand the allure of cycling in 100 Oaks Park.

Complete question 20 in the test booklet.

- 20

Identify the two sentences from paragraph 3 of “Keep Bikes Out of 100 Oaks Park” that are **IRRELEVANT** to the author’s argument in this section of the text.




Read the text and answer questions 21 through 25.

### The Dust Bowl

- 1 The brunt of the wind forced me to walk at an angle, and the dirt it carried stung my skin like sandpaper. My eyes were open slits, and I blinked constantly to protect them against the assaulting grit. Molly, the cow I had raised from birth, was out in this swirling madness, and I had to find her.
- 2 My family lives in the Texas panhandle in the middle of the Dust Bowl. Before I was born, this land was prairie owned by no one. Then farmers like my father seized the land, plowed it, and planted wheat, a golden crop that stretched as far as the eye could see. It was glorious, the sweeping vistas of gold, brushed constantly by the omnipresent and pervasive wind.
- 3 Then the rains stopped, and the wheat dried and withered. That's when the rolling walls of wind took over, mocking the farmers by moving topsoil from one farm and blowing it to the next county. Since the first storm, my mother and father had debated—no, argued—about the possibility of leaving the farm, but my father insisted that life would be no better elsewhere because of the Great Depression.
- 4 When the large black billowing cloud rolled toward the house, my mother yelled at me, "Go find your father!" Josh, my little brother, cowered under her apron. Not wasting an instant, I ran to the barn and saw the car inside, its paint stripped by previous storms, but not a trace of my father or Molly. My father was a grown man, I reasoned, and could take care of himself, but not Molly. Like Josh, the cow had no chance of survival outside in a storm like this.
- 5 Most people say that cows have no personalities, but Molly does. She's incessantly hungry and loves to roam in search of food, disrespecting fences, barn doors, and frustrated girls who try to rein her in. When I find her acres away, she seems to have a reluctant twinkle in her eye that says "Caught me again." Then she nudges me like a cat, as if rewarding me for finally finding her.
- 6 Grabbing a rope and covering my face with a wet cloth, I pushed outside the barn into the relentless assault of dust. I wove past the dry fields and toward the meadow where Molly habitually wondered on her jaunts. Dirt filled my mouth, and I spit out what I could.
- 7 When I found them, neither made a sound. My father lay on the ground, his eyes mercifully closed and his mouth open. A small mound of dirt banked against his body. Molly put her head against his body, nudging him to move. An eye fluttered open, then closed.
- 8 I shook my father and urged him, "You have to get up! Get up!"
- 9 He raised his head and then dropped it. Again, "You can't rest now! GET UP!" Then he raised his head as if waking from a dream and spit out the dirt in his mouth. I helped him to his feet, but his body was unsteady and feeble. There was no way he could walk in a 60-mile-per-hour wind back to the house.
- 10 My adrenaline and will pushed his limp body onto Molly's back. Covering Molly's eyes with the wet cloth, I painstakingly led her back to the house.
- 11 "I'm better now," my father said as he shrugged off my offer to help him inside the house. "I just hit my head and went out for a minute." He pointed to a large bump on the top right side of his head and smiled shyly, "A bump on the head, that's all."

- 12 At noon, we sat inside in near darkness as the storm raged outside. Mother spooned out helpings of cold beans into our bowls, her face set in a scowl.
- 13 She finally broke the silence with, "That's it. We're packing up and going to California next week."
- 14 That would mean we would lose everything—the house, the land, and the dream of a life my parents had worked so hard to keep. With everyone watching him, my father spooned beans into his mouth and chewed slowly. He calmly put down his spoon to speak and then thought better of it. He continued eating deliberately, his silence saying more than any words.
- 15 I sighed, hoping I would like California.

**21** How does the narrator's point of view create suspense in the text?

- A. The first-person point of view allows the narrator to reveal the drama through her thoughts and actions as the story unfolds.
- B. The first-person point of view makes the narrator unreliable, making the reader unsure as to which events are true.
- C. The first-person point of view provides only a limited perspective on the events of the story, making the other characters unimportant.
- D. The first-person point of view focuses primarily on giving an eyewitness account of the events as objectively as possible.

**22** What words from the text are an analogy that the author uses to describe Molly?

- A. stung my skin like sandpaper
- B. I had raised from birth
- C. seems to have a reluctant twinkle in her eye
- D. nudges me like a cat

**23** Read this sentence from paragraph 4.

**When the large black billowing cloud rolled toward the house, my mother yelled at me, "Go find your father!"**

**What does the dialogue tell you about the narrator and the mother?**

- A. The mother often sends the narrator out to look for her father.
- B. The mother and narrator are usually at odds with one another.
- C. The mother depends on the narrator to do things that an adult might ordinarily do.
- D. The mother is frail, so she depends on the narrator to do things that require strength.

**24** How does the decision made by the characters at the end help to develop the theme of “The Dust Bowl”?

- A.** The father's inability to make a decision shows that the family is disappointed in his weakness.
- B.** Their decision to leave the Dust Bowl shows that they value the health of their family.
- C.** The father's silence shows that he is unhappy with the decision, leading to a family in conflict.
- D.** Their decision to move to California shows that they are not willing to persevere through difficulty.

Complete question 25 in the test booklet.

**25** How do particular lines in the text reveal information about the narrator? Provide **FOUR** traits and use details and examples from the text to support your analysis.

1. Introduction  
 2. Background  
 3. Methodology  
 4. Results  
 5. Conclusion  
 6. References  
 7. Appendix  
 8. Index  
 9. Glossary  
 10. Summary  
 11. Abstract  
 12. Keywords  
 13. References  
 14. Appendix  
 15. Index  
 16. Glossary  
 17. Summary  
 18. Abstract  
 19. Keywords  
 20. References  
 21. Appendix  
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 255. Summary  
 256. Abstract  
 257. Keywords  
 258. References



# **St. Hope Public Schools**

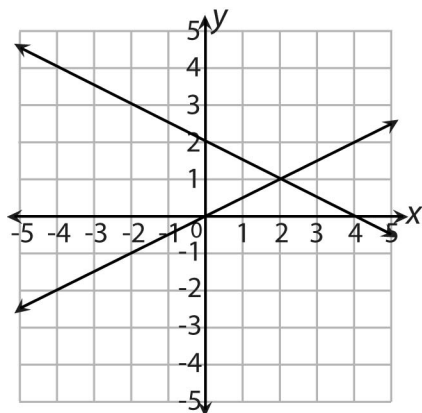
## **8MATH\_Q1 Benchmark**



**Directions:** Answer all questions on the answer sheet provided. When you are finished with a page, go on to the next page.

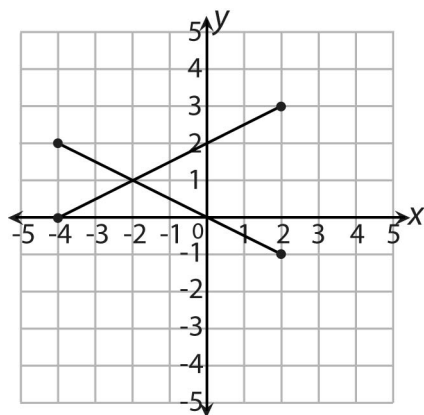
Read questions 1 through 6 and select the best answer.

**1** Look at the figure on this coordinate grid.

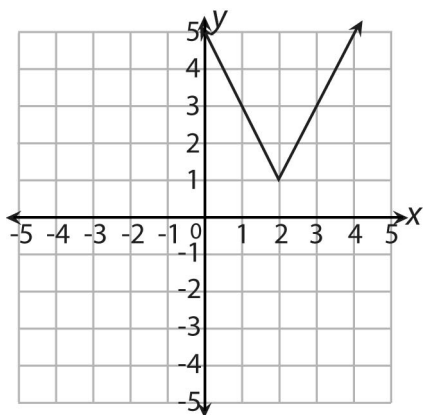


Which of the following figures can be the result of a reflection of the figure above?

A.

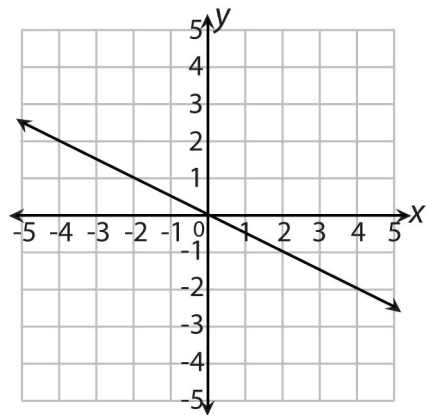


C.

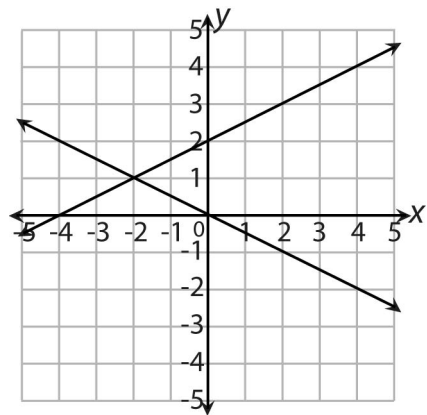




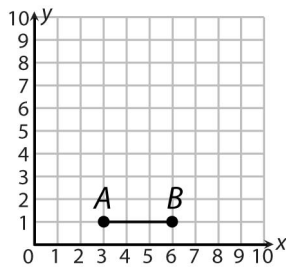
**B.**



**D.**

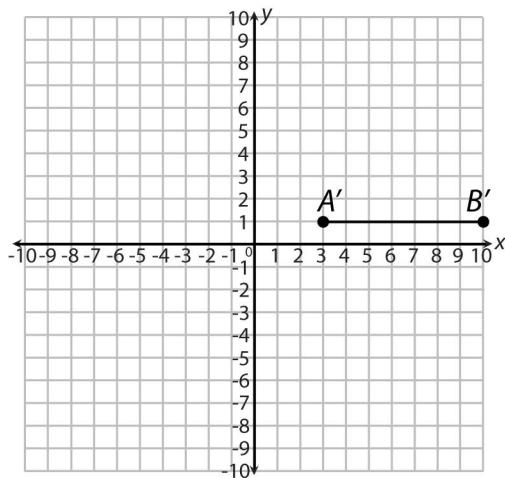


**2** Line segment *AB* is graphed on the coordinate axes as shown below:

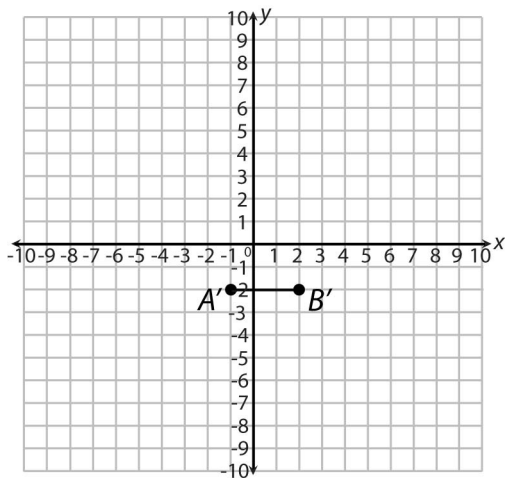


Which shows a translation of *AB* 3 units down and 4 units to the left?

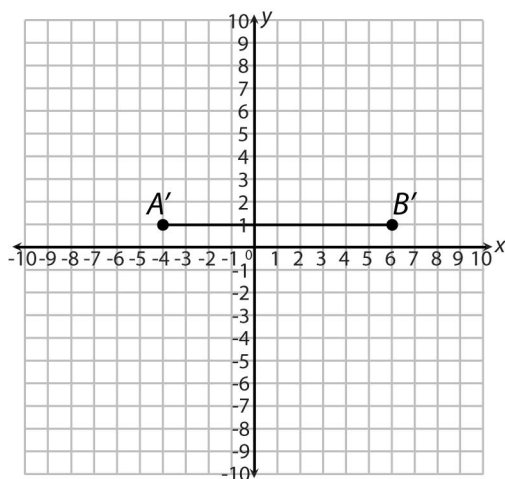
**A.**



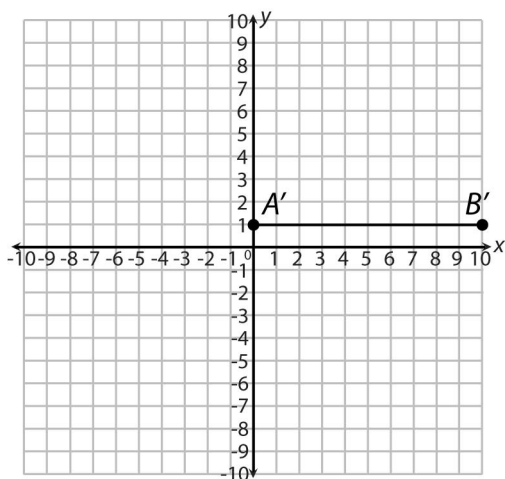
**C.**



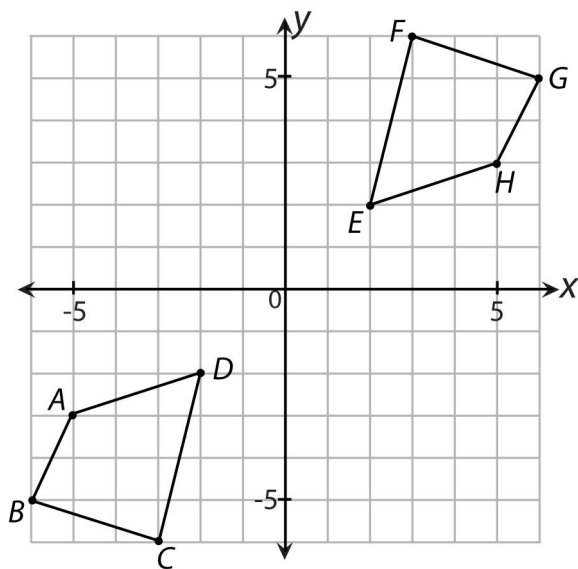
**B.**



**D.**



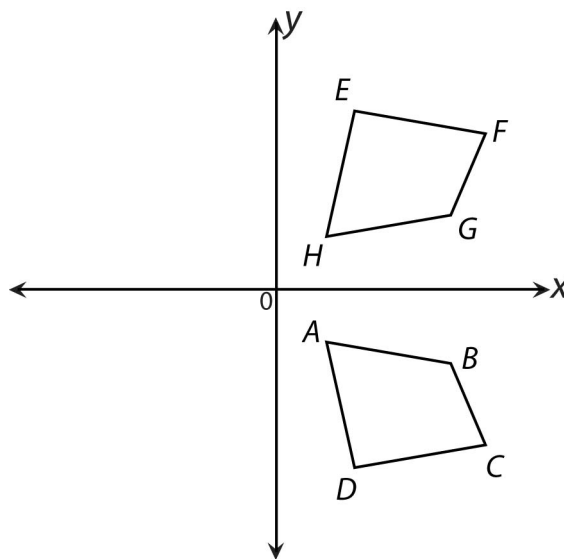
- 3** Quadrilateral  $ABCD$  is rotated  $180^\circ$  counterclockwise about the origin to create the figure shown.



Which angles are congruent?

- A.  $\angle B \cong \angle G$
- B.  $\angle A \cong \angle F$
- C.  $\angle D \cong \angle G$
- D.  $\angle C \cong \angle H$

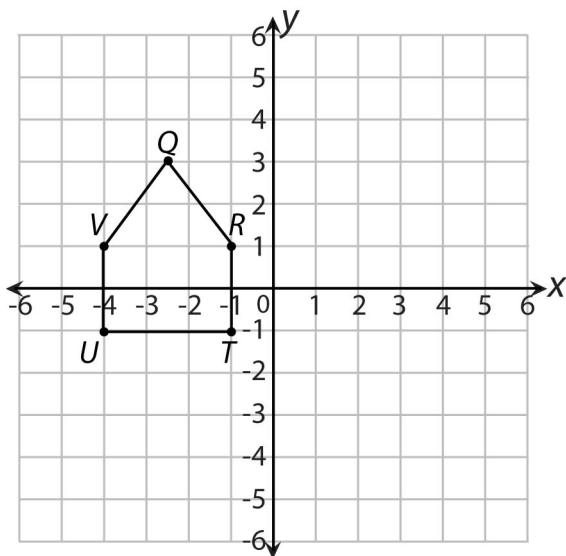
- 4** Quadrilateral  $ABCD$  is reflected across the  $x$ -axis. Quadrilateral  $EFGH$  is the image of the reflection.



Which angles must be congruent?

- A.  $\angle F \cong \angle C$
- B.  $\angle E \cong \angle B$
- C.  $\angle D \cong \angle H$
- D.  $\angle E \cong \angle A$

- 5 Adam drew polygon  $QRTUV$  on the grid below.



Next he translated the polygon by 3 units to the right and 4 units down. Which statement about the sides of the transformed polygon,  $Q'R'T'U'V'$ , is true?

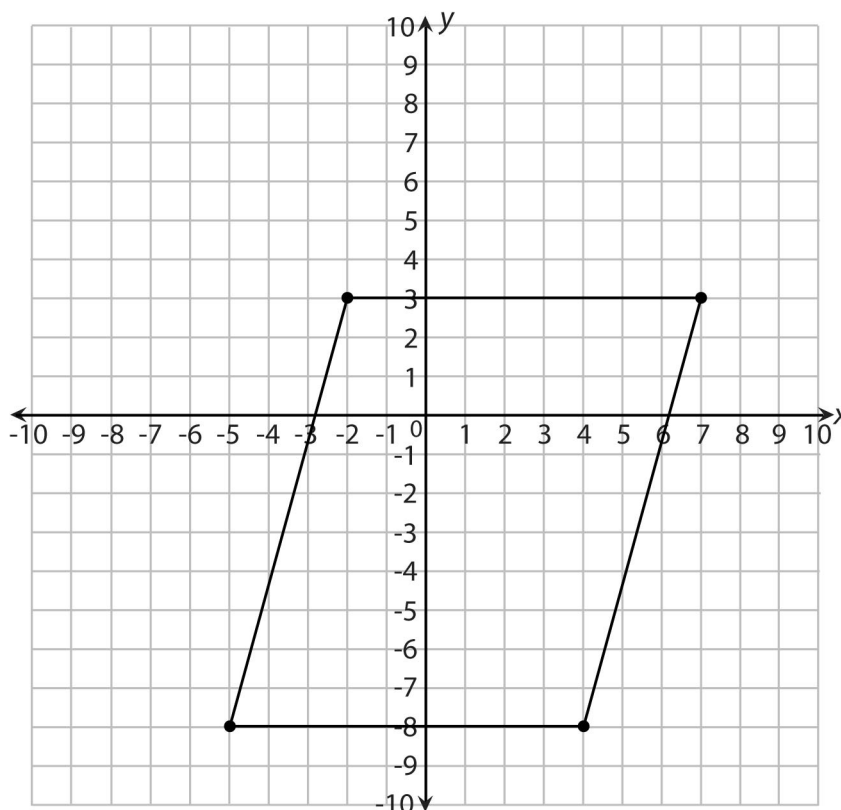
- A.  $V'U'$  is parallel to  $R'T'$
- B.  $U'T'$  is parallel to  $Q'V'$
- C.  $Q'V'$  is parallel to  $Q'R'$
- D.  $V'U'$  is parallel to  $Q'R'$

- 6 Point  $X$  in quadrant III is reflected across the  $x$ -axis and then across the  $y$ -axis. In which quadrant is the image of point  $X$ ?

- A. quadrant I
- B. quadrant II
- C. quadrant III
- D. quadrant IV

Complete question 7 in the test booklet.

- 7** Translate the parallelogram up 4 units and left 3 units. Label the coordinates of each vertex in the image.



Read question 8 and select the best answer.

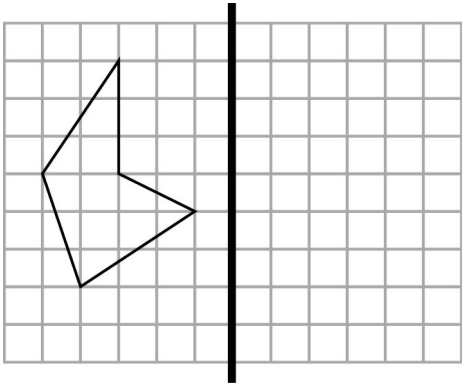
- 8** Which transformation does **NOT** preserve congruence?

- A. rotation
- B. dilation
- C. reflection
- D. translation

Complete question 9 in the test booklet.

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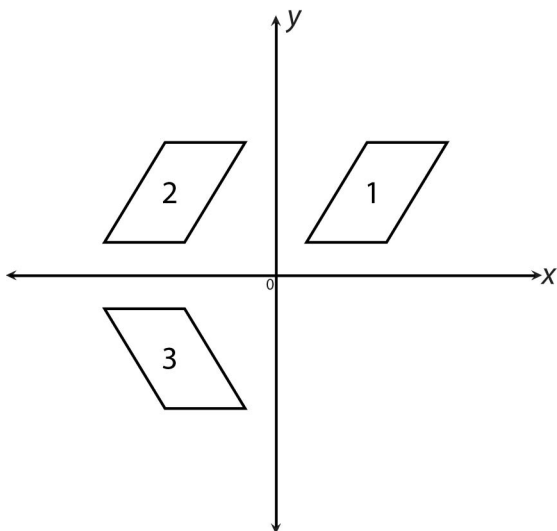
**9** The grid shows a pentagon.



**Draw the reflection of the pentagon across the bold line segment. Explain why your reflection is congruent to the original pentagon.**


Read questions 10 through 29 and select the best answer.

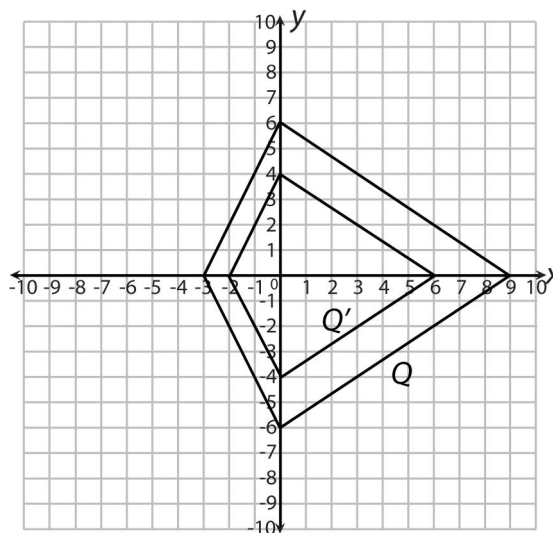
- 10** Marcy transformed figure 1 to obtain figure 2, then she transformed figure 2 to obtain figure 3.



**Which transformations can be the ones Marcy used?**

- A.** a reflection across the y-axis and then a reflection across the x-axis
- B.** a translation left and then a reflection across the x-axis
- C.** a translation left and then a translation down
- D.** a rotation  $90^\circ$  clockwise and then a translation left

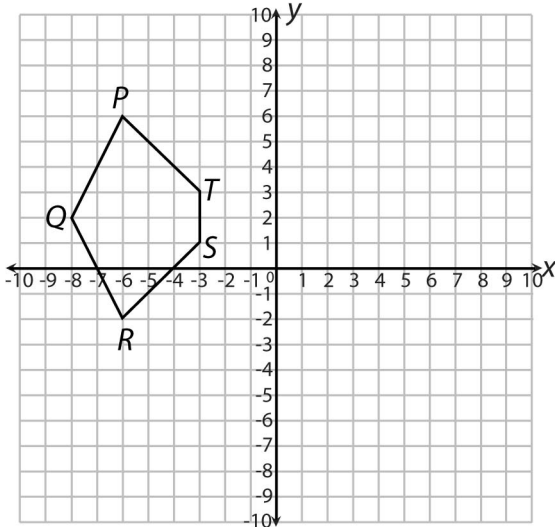
- 11** Figure  $Q'$  is the result of a dilation of figure  $Q$ , as shown below.



**What was the scale factor of the dilation?**

- A.**  $\frac{1}{2}$
- B.**  $\frac{2}{3}$
- C.**  $\frac{3}{2}$
- D.** 2

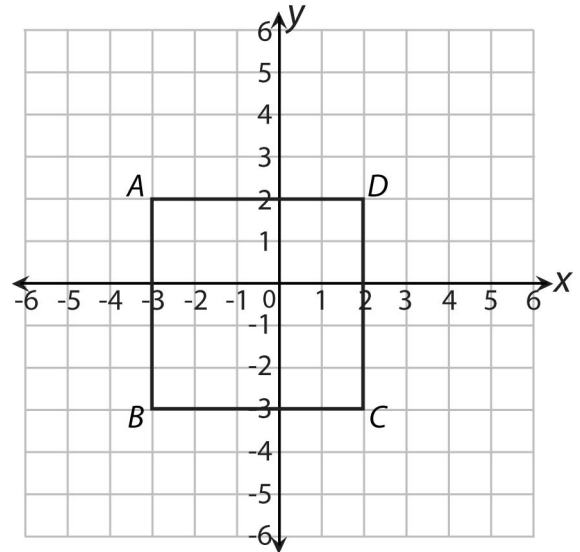
- 12** The coordinate plane below shows the location of pentagon  $PQRST$ .



The pentagon is to be translated 8 units in a positive  $x$ -direction and 5 units in a positive  $y$ -direction. After the translation, what are the coordinates of vertex  $R$ ?

- A.  $(6, -1)$
- B.  $(3, 2)$
- C.  $(-1, 6)$
- D.  $(2, 3)$

- 13** On the coordinate plane below, square  $ABCD$  is dilated by a factor of 2, with the origin as the center of dilation, to form  $A'B'C'D'$ .

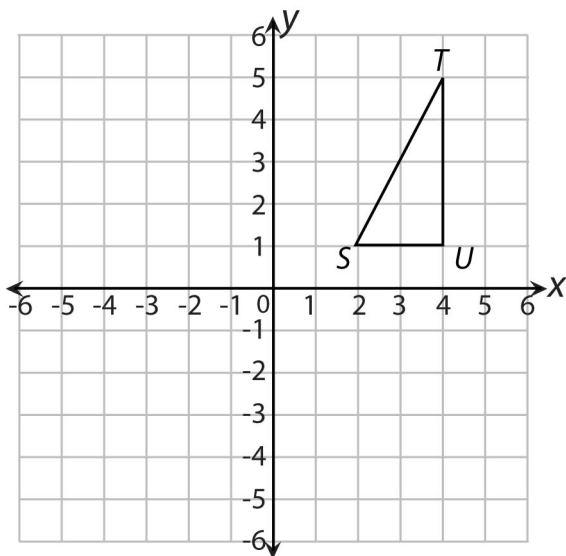


After the dilation, what is the location of  $C'$ ?

- A.  $(-5, 4)$
- B.  $(4, -5)$
- C.  $(-6, 4)$
- D.  $(4, -6)$



- 14** Look at  $\triangle STU$  on this coordinate grid.



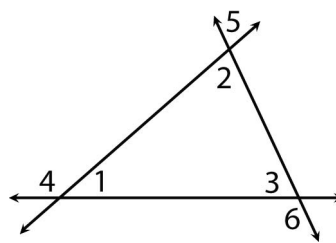
Suppose that  $\triangle S'T'U'$  is the result of a dilation of  $\triangle STU$  with center  $T$  and scale factor 2. What are the coordinates of point  $S'$ ?

- A. (3, 4)
- B. (6, 9)
- C. (4, 2)
- D. (0, -3)

- 15** Trapezoid  $P'Q'R'S'$  is the result of a reflection of  $PQRS$ , followed by a dilation. Which statement best describes the relationship between  $P'Q'R'S'$  and  $PQRS$ ?

- A. They may or may not be similar.
- B. They cannot be similar.
- C. They are similar but not necessarily congruent.
- D. They are congruent.

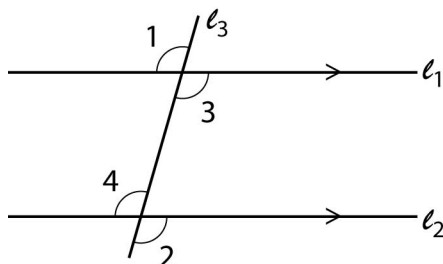
- 16** Look at the diagram below.



Which statement **MUST** be true?

- A.  $m\angle 1 + m\angle 2 = m\angle 3$
- B.  $m\angle 2 + m\angle 3 = m\angle 4$
- C.  $\angle 5 \cong \angle 3$
- D.  $\angle 6 \cong \angle 4$

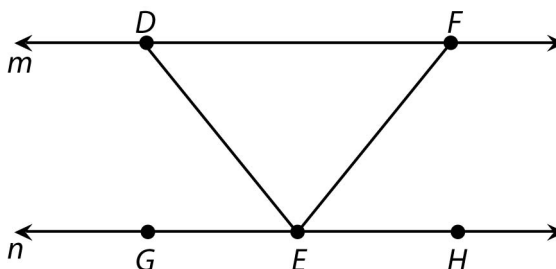
- 17** Lines  $l_1$  and  $l_2$  are parallel and  $l_3$  is a transversal.



Which statement is true?

- A.  $m \angle 2 + m \angle 3 = 180^\circ$
- B.  $m \angle 1 = m \angle 4$
- C.  $m \angle 1 = 90^\circ$
- D.  $m \angle 2 + m \angle 4 = 180^\circ$

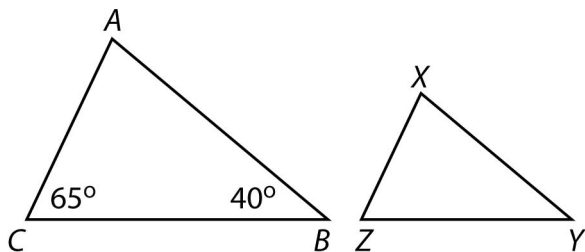
- 18** The figure below shows parallel lines  $m$  and  $n$  cut by transversals  $\overline{ED}$  and  $\overline{EF}$ .



Kenton is using the figure to show that the sum of the interior angles of a triangle is 180 degrees. As part of his explanation, Kenton states that  $m \angle DEG + m \angle DEF + m \angle FEH = 180^\circ$ . Which justifies Kenton's statement?

- A. The angles are alternate interior angles.
- B. The angles are supplementary.
- C. The angles are corresponding angles.
- D. The angles are complementary.

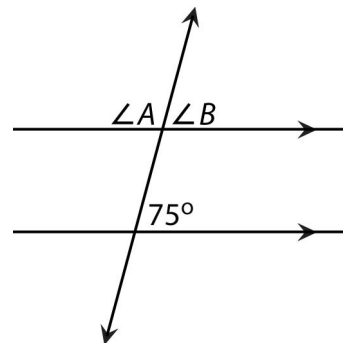
- 19** In this figure,  $\triangle ABC \sim \triangle XYZ$ .



**Which statement about the measure of  $\angle X$  is correct?**

- A.**  $m \angle X = 50^\circ$ , because  $\angle X$  is the complement of  $\angle B$ .
- B.**  $m \angle X = 105^\circ$ , because  $\angle X$  is the sum of  $\angle B$  and  $\angle C$ .
- C.**  $m \angle X = 75^\circ$ , because  $m \angle B + m \angle C = 105^\circ$ .
- D.**  $m \angle X = 65^\circ$ , because  $\angle X$  corresponds to  $\angle C$ .

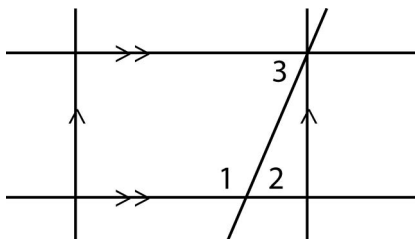
- 20** The two horizontal lines in this figure are parallel.



**Which statement about  $\angle A$  is correct?**

- A.**  $\angle A$  measures  $25^\circ$  because  $75^\circ + 25^\circ = 100^\circ$ .
- B.**  $\angle A$  measures  $75^\circ$  because it is congruent to  $\angle B$ , which measures  $75^\circ$ .
- C.**  $\angle A$  measures  $105^\circ$  because it is supplementary to  $\angle B$ , which measures  $75^\circ$ .
- D.**  $\angle A$  measures  $15^\circ$  because it is complementary to  $75^\circ$ .

- 21** In the figure below,  $m\angle 1 = 120^\circ$ .



What is  $m\angle 3$ ?

- A.  $45^\circ$
- B.  $60^\circ$
- C.  $120^\circ$
- D.  $180^\circ$

- 22** Look at this equation and its simplified form.

$$\begin{aligned} 3x + x &= 4x \\ 4x &= 4x \end{aligned}$$

Which of the following is a true statement?

- A. There are no solutions to the equation.
- B. The only solution to the equation is 0.
- C. The only solution to the equation is 1.
- D. There are infinitely many solutions to the equation.

- 23** What is the solution to this equation?

$$\frac{3}{4}(2x - 6) = -\frac{1}{2}(-3x - 9)$$

- A.  $x = -3$
- B.  $x = 0$
- C. There are infinitely many solutions.
- D. There is no solution.

- 24** Which is the solution to this equation?

$$-\frac{4}{3}(6x - 5) = -2x + \frac{1}{2}x - 1$$

- A. infinitely many solutions
- B.  $x = -\frac{34}{39}$
- C.  $x = \frac{46}{39}$
- D. no solution

- 25** What is the solution to the equation?

$$0.2 + 0.05x = 4.2$$

- A.  $x = 8$
- B.  $x = 8.38$
- C.  $x = 80$
- D.  $x = 83.8$

**26 Which equation has no solution?**

- A.  $3(1 + 2x) = 6x + 1$
- B.  $3(1 - 2x) = 6x + 3$
- C.  $3(1 - 2x) = 6x + 1$
- D.  $3(1 + 2x) = 6x + 3$

**27 Which equation has infinitely many solutions?**

- A.  $3(x + 1) = 3x + 1$
- B.  $3(x + 1) = 1$
- C.  $3(x + 1) = 3$
- D.  $3(x + 1) = 3x + 3$

**28 Which equation has exactly one solution?**

- A.  $6 - 2x = 4x$
- B.  $6x - 2x = 4x$
- C.  $4x = 2(2x - 3)$
- D.  $4x = 2(3x - x)$

**29 What is the solution to the following equation?**

$$-2(4x + 3) = 5 + 3x$$

- A.  $x = -1$
- B.  $x = -\frac{1}{11}$
- C. The equation has no solution.
- D. The equation has an infinite number of solutions.



## 8th Grade US History Benchmark 1

1. What was the significance of the Great Awakening of the mid 1700's on the American colonies? (8.1.1)
- a. It inspired them to seek religious and political freedom
  - b. It brought people back to the church
  - c. It showed a great decline in church membership
  - d. It pushed for the idea of predestination

2. One goal of the Declaration of Independence was to \_\_\_\_\_ (8.1.2)

a.	establish a new monarchy for the independent states.
b.	convince the British Parliament to prevent the start of war.
c.	explain why the colonists felt the need to be free and independent from British rule.
d.	outline an economic system to raise money for the revolution.

3. The Mayflower Compact (1620) was significant in the political development of the American colonies because it introduced the principle of \_\_\_\_\_ (8.2.1)

a.	self-government.
b.	separation of powers.
c.	freedom of expression.
d.	federalism.

4. Which of these Founding Fathers favored a **loose construction** of the federal government? (8.3.4)

a.	Thomas Jefferson
b.	Patrick Henry
c.	James Madison
d.	Alexander Hamilton

5. Checks and balances is the principle used to do what?
- a. Make sure that your checks and money aren't too low
  - b. Make sure that you can balance your checks
  - c. Make sure that no branch of government has more power than the other
  - d. Make sure that the branches of government are more powerful than the people

6. Which founding father wanted a national bank in order to help rid of the nation's debt?
- a. Alexander Hamilton
  - b. Thomas Jefferson
  - c. John Adams
  - d. Thomas Paine
7. The document that asked for a separation of the American colonies from Great Britain was the \_\_\_\_\_ (8.1.2)

a.	Constitution.
b.	Articles of Confederation.
c.	Treaties of Paris.
d.	Declaration of Independence.

8. The task of drafting the Declaration of Independence was given to \_\_\_\_\_ (8.1.2)

a.	Thomas Paine.
b.	Thomas Jefferson.
c.	John Adams.
d.	John Locke.

9. The Declaration of Independence's term, "unalienable rights," means: (8.1.2)

a.	rights that were reserved for the king.
b.	rights that were guaranteed to the Indians
c.	rights that cannot be given to the colonists.
d.	rights that cannot be taken away.

<p>--States are represented in the House of Representatives based on population. --States are represented equally in the Senate.</p>
--

10. Which constitutional agreement would correctly fit into the box above? (8.2.3)

a.	Three-Fifths Compromise
b.	New Jersey Plan
c.	The Great Compromise
d.	Virginia Plan

Slaves as a percentage of Population-1790

**New Hampshire-1%**

**Georgia-33%**

**Rhode Island-5%**

**Pennsylvania- 2%**

11. Based on the population information above, which state would have supported the Three-Fifths Compromise? (8.2.3)

a.	New Hampshire
b.	Georgia
c.	Rhode Island
d.	Pennsylvania

12. The reserved powers, according to the Constitution, are powers that only the \_\_\_\_\_ holds.  
8.2.3

a.	states
b.	nations
c.	citizens
d.	slaves

13. The first ten amendments to the U.S. Constitution are called the \_\_\_\_\_ (8.2.6)

a.	Declaration of Independence.
b.	Articles of Confederation.
c.	Bill of Rights.
d.	Federalist Papers.

14. All of the following are powers of the national government in the Constitution  
**EXCEPT** the power to \_\_\_\_\_ (8.2.6)

a.	impose taxes.
b.	declare war.
c.	coin money.
d.	build roads.



**-Cannot be charged for the same crime twice, if proven innocent the first time**  
**-The right to remain silent if arrested, so that evidence can't be used against you**

15. The above rights are listed in which amendment to the Constitution? (8.2.6)

a.	First Amendment
b.	Fourth Amendment
c.	Fifth Amendment
d.	Sixth Amendment

16. Having a judicial, legislative, and executive branch of government reflects the concept of \_\_\_\_\_ (8.2.7)

a.	private domain.
b.	separation of powers.
c.	constitutionalism.
d.	popular sovereignty.

17. Which of the following is protected by the First Amendment? (8.2.7)

a.	right to a trial by jury
b.	right to a speedy trial
c.	freedom of speech
d.	freedom from cruel punishment

18. The Constitution solved the weakness of the Articles of Confederation's system of nearly independent states through the use of the principle of \_\_\_\_\_ (8.2.7)

a.	separation of powers.
b.	limited government.
c.	federalism.
d.	amendments.

19. Which principle was used by the framers in order to ensure that power was balanced amongst the three branches? (8.2.7)

a.	checks and balances
b.	separation of powers
c.	popular sovereignty
d.	limited government

20. Thomas Jefferson believed that the Constitution should be interpreted: (8.3.4)
- strictly in order to protect the people.
  - loosely to allow more power for the states.
  - loosely to allow less power for the federal government.
  - by a strong judicial branch and the Supreme Court.
21. All of the following were main points of conflict between Thomas Jefferson and Alexander Hamilton **EXCEPT**: \_\_\_\_\_ (8.3.4)
- establishing the Bank of the United States.
  - supporting higher tariffs.
  - encouraging more business and manufacturing.
  - supporting Washington's presidency.
22. The two earliest political parties that emerged were the Federalists and the Antifederalists. The leader of the Federalist Party was: (8.3.4)
- Alexander Hamilton.
  - James Madison.
  - John Adams
  - Thomas Jefferson.
23. Thomas Jefferson thought that creating this would lead to too much power for the federal government: (8.3.4)
- the formation of a national bank.
  - the establishment of a judicial branch.
  - the principle of states' rights.
  - a free trade agreement with Europe.
24. According to Thomas Jefferson, political power should be: (8.3.4)
- held by all the people.
  - concentrated in a strong central government.
  - held by wealthy, educated, white men.
  - exercised only by political parties.
25. Shay's Rebellion (1786) demonstrated the need for \_\_\_\_\_: (8.3.5)
- more power to the rich.
  - more power to the President.
  - stronger state governments.
  - a stronger national government.
26. Citizens can suggest new federal laws by contacting: (8.3.6)
- an interest group.
  - their senator.
  - their political party.
  - the President.

- |   |
|---|
| <p><b>I. Antifederalists</b></p> <p><b>II. Whigs</b></p> <p><b>III. Federalists</b></p> <p><b>IV. Democratic-Republican</b></p> |
|---|

27. Which of the political parties listed in the box above were the first to be established in the United States? (8.3.6)
- I and III
  - II and IV
  - IV and V
  - II and IV

28. In order for a bill to become law, it must be approved by the: (8.3.6)
- Senate, House, Supreme Court, and President
  - Senate, House, President, and all state legislatures
  - Senate, House, and President
  - Senate, House, and all state legislatures
29. As a result of the colonial experience under British rule, the United States government incorporated the principle of \_\_\_\_\_, an agreement for government protection between citizens. (8.1.4)
- the social contract.
  - separation of powers.
  - direct democracy.
  - constitutional monarchy.
30. The Second Amendment gives citizens the right to:
- own guns
  - not require them to house a soldier during times of peace
  - freedom of religion and speech
  - rights against searches and seizures without a warrant
31. According to the Declaration of Independence, the final power of the government rests with: (8.1.2)
- the President.
  - Congress.
  - the people.
  - the states.
32. "We the General Assembly of Virginia do enact that no man shall be compelled to frequent or support any religious worship, place, or ministry..." What amendment was written based on the quote from Thomas Jefferson? (8.2.5)
- First Amendment
  - Second Amendment
  - Fourth Amendment
  - Fifth Amendment
33. Which of the following is a power of the executive branch?
- Writing new laws
  - Vetoing laws passed by Congress
  - Declaring war on another country
  - Increasing taxes on imports
34. Below, which is an example of a check and balance between two of the branches of government? (8.2.4)
- Legislative branch vetoing a bill passed in the Executive branch
  - Judicial branch declaring a law as unconstitutional that was passed in the Legislative and Executive branches
  - The Executive branch declaring a law as unconstitutional that was passed in the Judicial and Legislative branches.
  - The Legislative branch declaring a law as unconstitutional that was passed in the Executive and Judicial branches.
35. The Fourth Amendment gives citizens the right to:
- own guns
  - not require them to house a soldier during times of peace
  - freedom of religion and speech
  - rights against searches and seizures without a warrant

36. You are a native-born citizen if you are:
- a. born in another country and apply for citizenship
  - b. register for selective service
  - c. know the Constitution, are 18, and have lived in the U.S. for at least 5 years or more
  - d. born in the U.S. or a territory of the U.S.
37. You are a naturalized citizen if you are:
- a. born in another country and are approved for U.S. citizenship
  - b. register for selective service
  - c. own a green card
  - d. born in the U.S. or a territory of the U.S.
38. You can apply to be a naturalized citizen if you meet the following requirements:
- a. are born in the U.S., and 18 years old
  - b. are born outside the U.S., at least 18 years old, and have lived in the U.S. for at least 5 years
  - c. are born outside the U.S., at least 21 years old, and have lived in the U.S. for at least 4 years
  - d. are born in a U.S. territory, and 18 years old
39. Thomas Paine wrote what book that inspired the writers of the Declaration of Independence?
- a. The Constitution
  - b. Common Sense
  - c. The Federalist Papers
  - d. The Bill of Rights
40. Which one is **NOT** a responsibility or right of a U.S. citizen?
- a. jury duty
  - b. pay taxes
  - c. selective service
  - d. coning money

<b>-Excessive bail or fines, and cruel &amp; unusual punishments are not allowed.</b>
---

41. The following right, above, is a right listed in which amendment?
- a. 6<sup>th</sup> amendment
  - b. 1<sup>st</sup> amendment
  - c. 10<sup>th</sup> amendment
  - d. 8<sup>th</sup> amendment
42. Thomas Jefferson was the leader of which political party?
- a. Federalists
  - b. Antifederalists
  - c. Democratic-Republicans
  - d. Democrats
43. Thomas Jefferson wanted \_\_\_\_\_ tariffs in order to support the \_\_\_\_\_.
- a. higher; businesses
  - b. higher; farmers
  - c. lower; businesses
  - d. lower; farmers
44. What are powers reserved to the states?
- a. building roads
  - b. coining money
  - c. imposing taxes
  - d. declaring war

45. A person born in a foreign country is a U.S. citizen if at least one \_\_\_\_\_ is a citizen of the U.S.
- a. child
  - b. parent
  - c. sister
  - d. brother
46. One requirement of male citizens over the age of 18 is to register with the \_\_\_\_\_
- a. selective service
  - b. legislative branch
  - c. judicial branch
  - d. executive branch
47. Paying \_\_\_\_\_ for public services such as public roads and schools is an important duty of all Americans.
- a. representatives
  - b. the government
  - c. taxes
  - d. the president
48. According the U.S. Constitution, naturalized citizens cannot become \_\_\_\_\_
- a. Senator
  - b. representative
  - c. Governor
  - d. President of the U.S.
49. According to the \_\_\_\_\_ amendment, you have the right to a trial by jury in a civil case if the dispute is more than \$20.
- a. 6<sup>th</sup>
  - b. 7<sup>th</sup>
  - c. 8<sup>th</sup>
  - d. 9<sup>th</sup>
50. How might Congress reverse a president's veto?
- a. by suing him or her in the Supreme Court
  - b. by overriding the veto with a 2/3 majority vote
  - c. by impeaching him or her
  - d. by overriding the veto by declaring it as unconstitutional

## Benchmark Quarter 1

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\_\_\_\_\_ 1. What is the equation for density? (8a)

- A. density = mass + volume
- B. density = mass x volume
- C. density = mass - volume
- D. density = mass/volume

\_\_\_\_\_ 2. While digging for fossils, scientists discovered two blocks of gold. The first block was much larger than the second block. Which of the following statements is true? (8a)

- A. The larger block has a bigger density because this blocks has more mass.
- B. The smaller block has a bigger density because this block has less volume.
- C. Both blocks have the same density because all are made of the same material, gold.
- D. There is no way to know anything about the density of the blocks.

\_\_\_\_\_ 3. In order to determine if a shampoo bottle filled with liquid will float in the bathtub, what units must the bather know about the bottle and the liquid? (8a)

- A. liters per cubic centimeter ( $\text{L}/\text{cm}^3$ )
- B. cubic centimeters per milliliter ( $\text{cm}^3/\text{mL}$ )
- C. milliliters per gram ( $\text{mL}/\text{g}$ )
- D. grams per milliliter ( $\text{g}/\text{mL}$ )

\_\_\_\_\_ 4. A copper cube has a density of  $8.8 \text{ g}/\text{cm}^3$ . If the block is smashed into two equal pieces what is the density of each piece? (8a)

- A.  $2.2 \text{ g}/\text{cm}^3$
- B.  $4.4 \text{ g}/\text{cm}^3$
- C.  $8.8 \text{ g}/\text{cm}^3$
- D.  $17.6 \text{ g}/\text{cm}^3$

\_\_\_\_\_ 5. Density is (8a)

- A. amount of mass in a given volume.
- B. amount of mass.
- C. amount of space in an object.
- D. amount of volume.

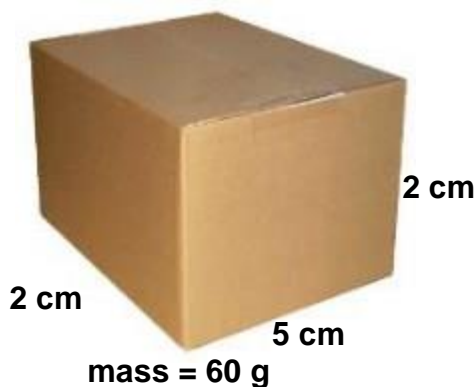
\_\_\_\_\_ 6. An object has a mass of 64 g and a volume of 8 cm<sup>3</sup>. What is its density? (8b)

- A. 8 cm<sup>3</sup>
- B. 8 cm<sup>3</sup>/g
- C. 8 g/cm<sup>3</sup>
- D. 72 g/cm<sup>3</sup>

\_\_\_\_\_ 7. A piece of plastic has a mass of 15 g, and it displaces 30 mL of water. What is its density? (8b)

- A. 0.5 g/mL
- B. 0.5 mL/g
- C. 2 g/mL
- D. 2 mL/g

Use the figure below to answer questions 8



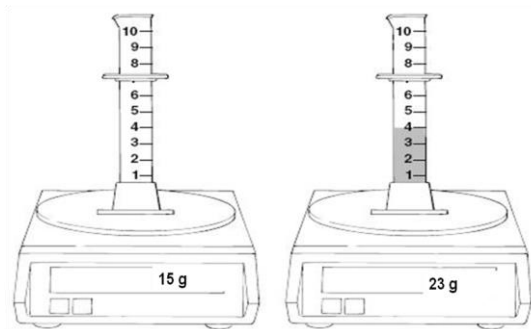
\_\_\_\_\_ 8. What is the **density** of the box above? (8b)

- A. 0.3 g/cm<sup>3</sup>
- B. 3 g/cm<sup>3</sup>
- C. 20 g/cm<sup>3</sup>
- D. 60 g/cm<sup>3</sup>

Use the picture to the right to answer #9

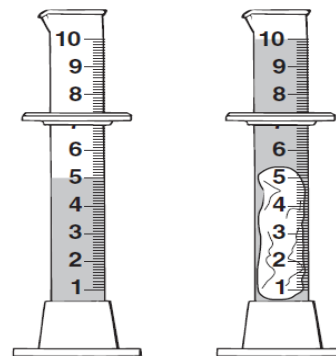
\_\_\_\_\_ 9. What is the **density** of the liquid?

- A. 8g
- B. 4ml
- C. 2g/ml
- D. 0.5g/ml



\_\_\_\_\_ 10. Scientists want to find the density of a 25-gram rock. The diagram to the right shows what happens to the water level in a 10-milliliter graduated cylinder after the rock is put into it. What is the density of the rock sample?

- A. 10 g/ml
- B. 5 g/ml
- C. 25 g/ml
- D. 2 g/ml



\_\_\_\_\_ 11. A piece of wood or cork (0.6g/mL) will \_\_\_\_\_ in water because it is \_\_\_\_\_ dense than water. (8d)

- A. float; less
- B. float; more
- C. sink; less
- D. sink; more

\_\_\_\_\_ 12. Butter has a density of 0.86 g/mL. Which of the liquids would butter float in? (8d)

Liquid	Density
Chloroform	1.49 g/mL
Alcohol	0.79 g/mL
Gasoline	0.67 g/mL
Water	1.00 g/mL

- A. alcohol and gasoline
- B. water and chloroform
- C. all of them
- D. none of them

\_\_\_\_\_ 13. Which answer provides ALL the information you need to predict whether an object will float in a liquid?

- A. the densities of both the object and the liquid
- B. the density of the object and the volume of the liquid
- C. the masses of both the object and the liquid
- D. the volumes of both the object and the liquid



\_\_\_\_\_14. The following table shows properties of four different sample materials. Which one of these materials is cork, a type of wood that floats in water, (1g/ml)?

- A. Sample 1
- B. Sample 2
- C. Sample 3
- D. Sample 4

**Physical Properties**

Sample Number	Mass	Volume
1	89 g	10 mL
2	26 g	10 mL
3	24 g	100 mL
4	160 g	100 mL

\_\_\_\_\_15. The densities of four different woods are shown below. Which wood will sink when placed in a fluid with a density of 1.14 g/cm<sup>3</sup>?

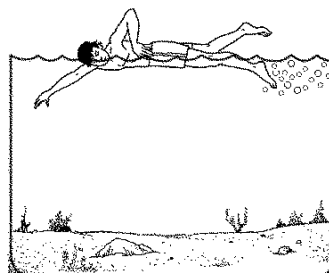
- A. African teakwood
- B. Balsa
- C. Cedar
- D. Ironwood

**Wood Sample Densities**

Type of Wood	Density ( $\frac{\text{g}}{\text{cm}^3}$ )
African Teakwood	0.98
Balsa	0.14
Cedar	0.55
Ironwood	1.23

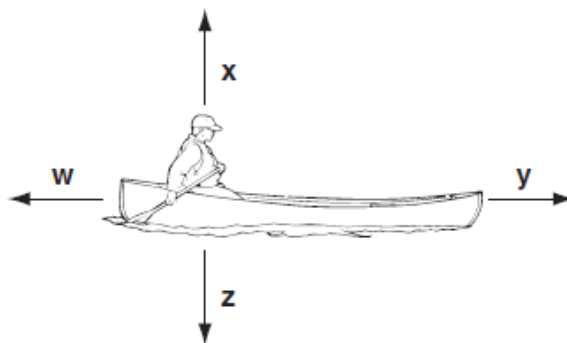
\_\_\_\_\_16. What is the upward force on a swimmer that balances the downward force of gravity and keeps the swimmer from sinking?

- A. atmospheric pressure
- B. buoyant force
- C. density
- D. pascal



\_\_\_\_\_17. The arrows in the drawing above show the direction and magnitude of four forces acting on a canoe. What determines the magnitude of the force shown by arrow X?

- A. the size of the lake
- B. the total volume of the canoe
- C. the mass of the person in the canoe
- D. the weight of the water displaced by the canoe



- \_\_\_\_\_ 18. In order for scientists to determine position, which of the following are needed (1a)
- |  |                        |
|--|------------------------|
| A. reference point and reference direction | C. distance and time   |
| B. reference point and speed               | D. speed and direction |

- \_\_\_\_\_ 19. Amanda walks 200 meters to the south. She stops, then continues walking in the same direction for another 100 meters. What is her final position? (1a)
- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| A. 100 meters south of the origin | C. 200 meters south of the origin |
| B. 300 meters south of the origin | D. 100 meters north of the origin |



**Figure 3**

- \_\_\_\_\_ 20. **Figure 3** shows several objects in a neighborhood. Which of the following would be the best object to use as a reference point for describing the position of the **TREE**? (1a)
- |                    |
|--------------------|
| A. the bird        |
| B. the store       |
| C. the streetlight |
| D. the car         |

- \_\_\_\_\_ 21. Directions to 7-11: Drive 100 meters north out of the parking lot and turn left. At the stop sign turn and drive 2 kilometers. The 7-11 will be on the right.  
What other information do you need to know to get to 7-11? (1a)

- |                                    |
|------------------------------------|
| A. the type of car you are driving |
| B. how fast to drive               |
| C. the direction to turn           |
| D. the distance to drive           |

- \_\_\_\_\_ 22. If a racecar driver is racing around a track at a speed of 125kmph with a pencil in his pocket, what is the motion of the pencil in reference to the racecar driver?

- |   |
|---|
| A. The pencil is moving at a speed of 125kmph                     |
| B. The pencil is stationary.                                      |
| C. The pencil is moving 5mph slower than the car due to friction. |
| D. The pencil is moving not moving at a constant speed.           |

\_\_\_\_\_ 23. You travel 150 km in 2 hours. Your \_\_\_\_\_ speed is 75 km/h, whereas at one point during the drive your \_\_\_\_\_ speed was 90km/h. (1b)

- A. Constant, average
- B. Average, instantaneous
- C. Instantaneous, average
- D. Average, constant

\_\_\_\_\_ 24. A soccer ball takes 9 seconds to roll 63 m. What is the average speed of the soccer ball? (1b)

- A. 7 s/m
- B. 7 m/s
- C. 0.7 s/m
- D. 0.7 m/s

\_\_\_\_\_ 25. A family drove 400 kilometers in 5 hours, stopped to get gas for one hour and drove another 240 kilometers in 2 hours. What was the family's average speed? (1b)

- A. 6 kilometers/hour
- B. 640 kilometers/hour
- C. 80 kilometers per hour
- D. 8 kilometers/hour

\_\_\_\_\_ 26. Rachel and Nicole race each other during the mile run in PE. Rachel reaches a higher top speed than Nicole, but Nicole wins the race. What **must** have happened? (1b)

- A. Nicole raced at a higher average speed than Rachel
- B. Rachel raced at a more constant speed than Nicole
- C. Nicole has a lower velocity at the end of the race.
- D. Rachel had a lower acceleration at the start of the race.

\_\_\_\_\_ 27. A family divided their road trip into three sections. During each section they traveled at different average speeds shown below.

Section 1: 60 kilometers per hour for the first hour

Section 2: 80 kilometers per hour for the second hour

Section 3: 20 kilometers per hour for the last two hours

What was the total distance the family traveled? (1c)

- A. 150 kilometers
- B. 160 kilometers
- C. 170 kilometers
- D. 180 kilometers

- \_\_\_\_\_ 28. Mr. Wilson drives 12 hours to get to Los Angeles. His average speed on the trip was 48 kilometers per hour. How far is it to Los Angeles? (1c)
- A. 4 kilometers
  - B. 60 kilometers
  - C. 500 kilometers
  - D. 576 kilometers
- \_\_\_\_\_ 29. Ms. Robbins drops a ball from the roof of the building. The building is 28 meters tall and the ball falls at a rate of 4 meters/second. How long will it take the ball to hit the ground? (1c)
- A.  $\frac{1}{4}$  seconds
  - B. 7 seconds
  - C. 24 seconds
  - D. 112 seconds
- \_\_\_\_\_ 30. A airplane heading to New York traveled for 5 hours at 600 kilometers per hour. Which of the following equations should be used to find the distance the airplane traveled? (1c)
- A. distance = speed/time
  - B. distance = speed x time
  - C. distance = acceleration/time
  - D. distance = acceleration x time
- \_\_\_\_\_ 31. A ball rolls down a ramp at a speed of 8 centimeters per second. It takes the ball 32 seconds to reach the end of the ramp. How long is the ramp. (1c)
- A. 4 cm
  - B. 40 cm
  - C. 256 cm
  - D. 0.25 cm
- \_\_\_\_\_ 32. An athlete can run 9 kilometers in 1 hour. If the athlete runs at the same average speed for 30 minutes, how far will the athlete travel?
- A. 18 kilometers
  - B. 9 kilometers
  - C. 4.5 kilometers
  - D. 3.3 kilometers
- \_\_\_\_\_ 33. You hear that a tropical storm is headed towards the northern California coast at 15 km/h Northeast. You have been given the storm's \_\_\_\_\_. (1d)
- A. constant speed
  - B. velocity
  - C. acceleration
  - D. average speed



\_\_\_\_\_ 34. **Figure 4** summarizes the motion of the runner after 5 hours. Which term best describes the velocity of the runner? (1d)

- A. 5 hr
- B. 25 km West
- C. 25 km/h West
- D. 30 km/h West

\_\_\_\_\_ 35. To describe velocity you need to know \_\_\_\_\_. (1d)

- A. speed and direction
- B. speed and time
- C. direction and acceleration
- D. speed and acceleration

\_\_\_\_\_ 36. You know that a hurricane is traveling 100km/h. What else do you need to know to find the hurricane's velocity? (1d)

- A. The hurricane's starting position.
- B. Where the hurricane starts.
- C. The direction the hurricane is going
- D. The total time the hurricane is spinning

\_\_\_\_\_ 37. Which of the following is a measurement of velocity?

- |                 |                  |
|-----------------|------------------|
| A. 16 m East    | C. 55 m/h South  |
| B. 25 g/s North | D. 60 hours West |

## **Answer Key**

1. D
2. C
3. D
4. C
5. A
6. C
7. A
8. B
9. C
10. B
11. A
12. A
13. A
14. C
15. D
16. B
17. D
18. A
19. B
20. B
21. C
22. B
23. B
24. B
25. C
26. A
27. D
28. D
29. B
30. B
31. C
32. C
33. B
34. C
35. A
36. C
37. C



Site Assessment Overview

Assessment Title: Grade 8 Interim 5

Site: Oak Park Prep

Demographic Filters:

Gender

Male & Female

Race/Ethnicity

All Reported Races

Special Ed.

Special & Non Special Ed

Socio-Econ Dis.

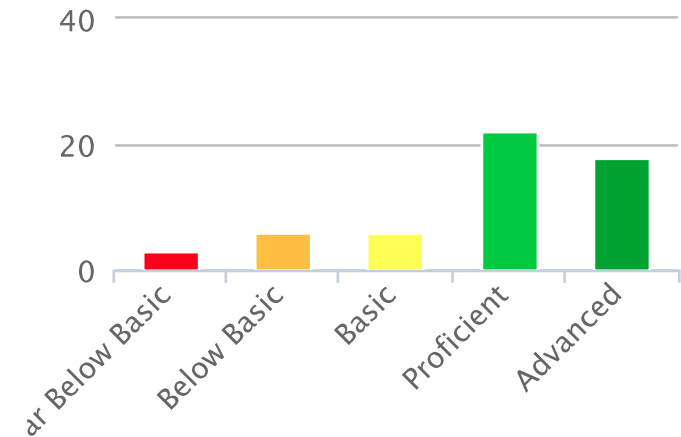
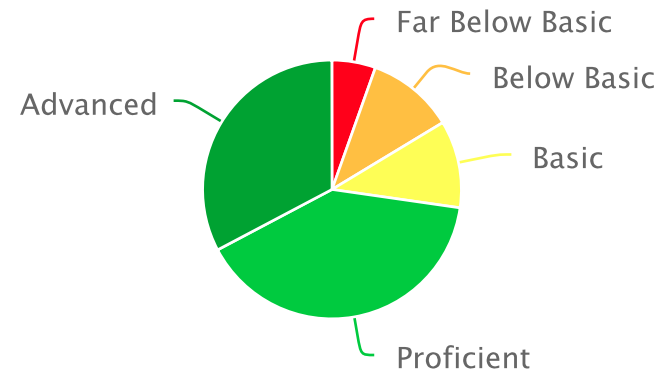
SED & Not SED

Eng Prof.

All

Performance Band Distribution

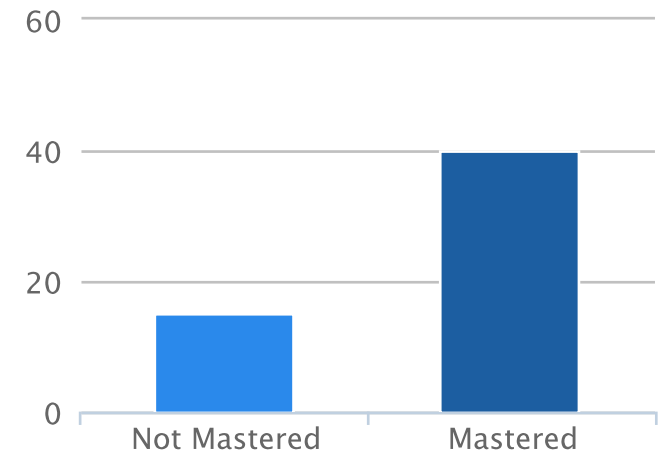
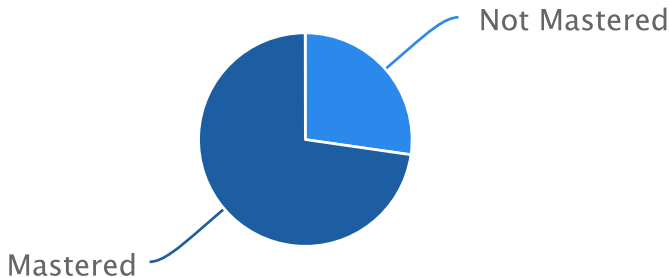
Performance Band (minimum % correct)	# of Students	% of Students
Far Below Basic (0%)	3	5
Below Basic (50%)	6	11
Basic (60%)	6	11
Proficient (70%)	22	40
Advanced (85%)	18	33
Total # of Students Tested	55	100



Mastered/Not Mastered Distribution

\*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.

Mastered		Not Mastered		Total # of Students
#	%	#	%	
40	73	15	27	55

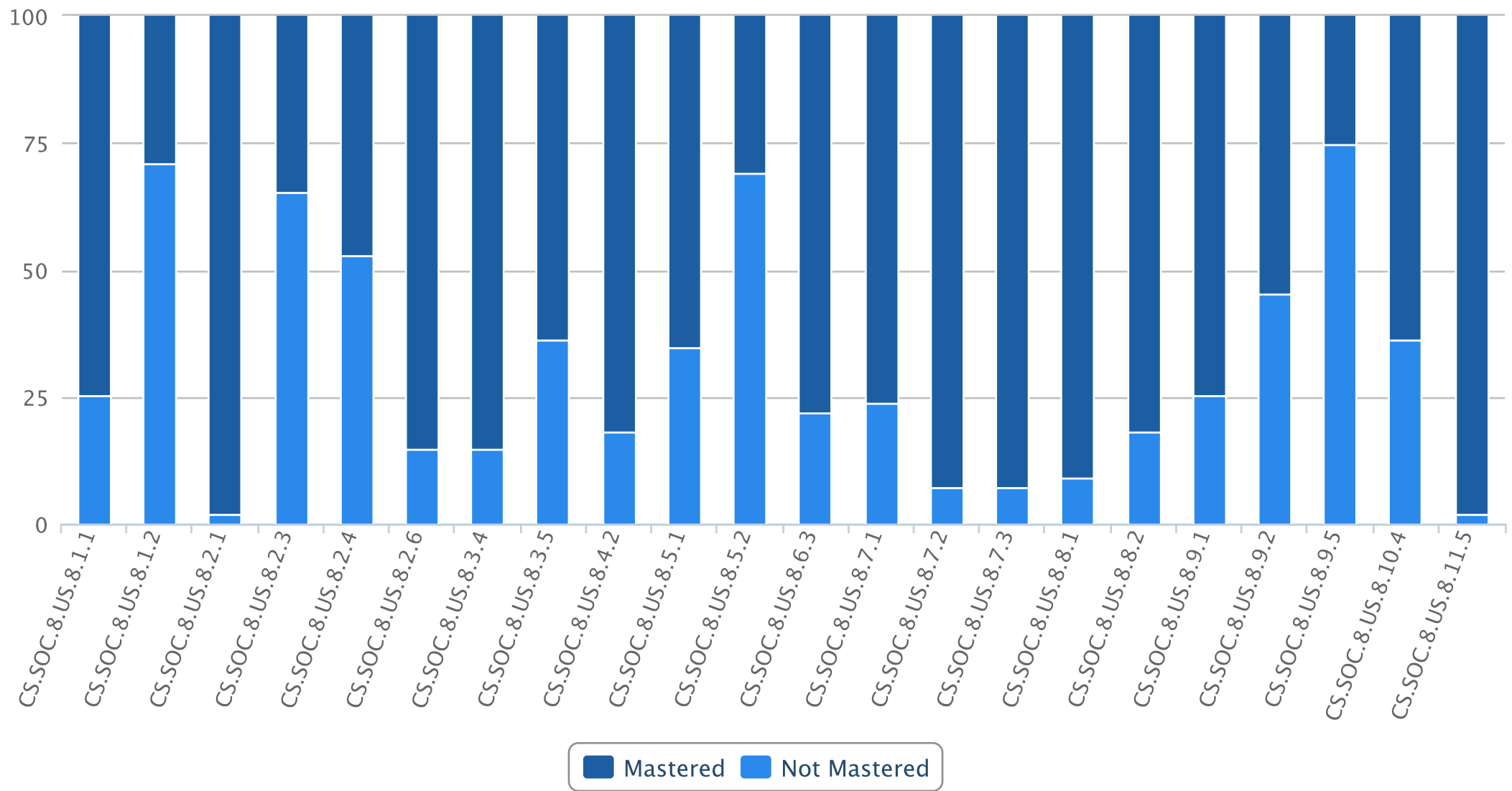




## Standard Performance

	Description of Standard (Item Numbers)	Avg % Correct	% of Students at Mastery	# of Students at Mastery	Avg Points	Total Points Possible
CS.SOC.8.US.8.1.1	Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	75	75	41	0.75	1.00
CS.SOC.8.US.8.1.2	Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	60	29	16	1.20	2.00
CS.SOC.8.US.8.2.1	Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	98	98	54	0.98	1.00
CS.SOC.8.US.8.2.3	Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights),	35	35	19	0.35	1.00
CS.SOC.8.US.8.2.4	Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the	65	47	26	1.31	2.00
CS.SOC.8.US.8.2.6	Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	85	85	47	0.85	1.00
CS.SOC.8.US.8.3.4	Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	82	85	47	3.27	4.00
CS.SOC.8.US.8.3.5	Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	64	64	35	0.64	1.00
CS.SOC.8.US.8.4.2	Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	82	82	45	0.82	1.00
CS.SOC.8.US.8.5.1	Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	78	65	36	1.56	2.00
CS.SOC.8.US.8.5.2	Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American	58	31	17	1.75	3.00
CS.SOC.8.US.8.6.3	List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	78	78	43	0.78	1.00
CS.SOC.8.US.8.7.1	Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	76	76	42	0.76	1.00

Description of Standard (Item Numbers)		Avg % Correct	% of Students at Mastery	# of Students at Mastery	Avg Points	Total Points Possible
CS.SOC.8.US.8.7.2	Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on	93	93	51	0.93	1.00
CS.SOC.8.US.8.7.3	Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	93	93	51	0.93	1.00
CS.SOC.8.US.8.8.1	Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	91	91	50	0.91	1.00
CS.SOC.8.US.8.8.2	Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the	88	82	45	1.76	2.00
CS.SOC.8.US.8.9.1	Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	87	75	41	1.75	2.00
CS.SOC.8.US.8.9.2	Discuss the abolition of slavery in early state constitutions.	55	55	30	0.55	1.00
CS.SOC.8.US.8.9.5	Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision	51	25	14	1.02	2.00
CS.SOC.8.US.8.10.4	Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and	78	64	35	1.56	2.00
CS.SOC.8.US.8.11.5	Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	98	98	54	0.98	1.00





## ELEMENT 4: GOVERNANCE

### Contents

- 4.1 SHPS Board Bylaws
- 4.2 SHPS Articles of Incorporation
- 4.3 SHPS Conflict of Interest Policy
- 4.4 SHPS Organization Chart
- 4.5 Resumes of Current SHPS Board Members
- 4.6 Resume of CEO and Home Office Team
- 4.7 OPPA Principal's Resume
- 4.8 2014-15 OPPA SPSA Yearly Review
- 4.9 OPPA School Site Council Roles and Responsibilities
- 4.10 OPPA School Site Council Bylaws 2014
- 4.11 SHPS Parent Involvement Policy
- 4.12 OPPA Parent Survey
- 4.13 OPPA Parent Survey Results

**BYLAWS OF  
ST. HOPE PUBLIC SCHOOLS**  
A California Nonprofit Public Benefit Corporation

**ARTICLE I  
NAME**

Section 1. NAME OF CORPORATION. The name of this corporation shall be St. HOPE Public Schools and shall be referred to herein as "SHPS" or "Corporation."

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 2315 34<sup>th</sup> St., Sacramento, in Sacramento County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES, LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote charter schools formed and organized pursuant to Education Code section 47600 et seq., as outlined in the Articles of Incorporation, and to educate students, pursuant to and within the meaning of Internal Revenue Code section 501(c)(3) or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**ARTICLE IV  
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the California Corporations Code pertaining to non-profit organizations. This Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ASSOCIATED PERSONS. Nothing in this Article IV shall be construed as limiting the right of SHPS to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member, within the meaning of section 5056 of the California Corporations Code, as amended from time to time (hereinafter referred to as the "Corporations Code").

SHPS may confer by amendment of its Articles of Incorporation or these Bylaws, some or all of the rights of a member, as set forth in the Corporations Code, upon any person or persons who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of SHPS, on a merger, on a dissolution, or on changes to the Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said section 5056. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support SHPS.

Section 3. STUDENT REPRESENTATIVE. The Board shall appoint, at its discretion, one student representative, or his/her parent, each year to advise and support SHPS and the Board. The student representative, or his/her parent, shall provide the Board with valuable insight on the culture and operations of the schools from within the classroom. The student representative, or his/her parent, however, shall not be a "director" within the meaning of California Corporations Code §5047, shall not have the authority to vote, and shall not count towards the establishment of a quorum.

## **ARTICLE V BOARD OF DIRECTORS**

Section 1. GENERAL CORPORATION POWERS. Subject to the provisions and limitations of the Corporations Code relating to Non-Profit Public Benefit Corporations, the Corporation's Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board.

The Board may delegate the management of the activities of the Corporation to any person or persons, management company or committee, however composed, provided that notwithstanding any such delegation, the activities and affairs of the Corporation shall continue to be managed and all Corporate powers shall continue to be exercised under the ultimate direction of the Board. No assignment, referral, or delegation or authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 2. SPECIFIC POWERS. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

- d. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities therefore;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- i. To carry out such other duties as are described in the charters.

Section 3. NUMBER AND QUALIFICATION OF DIRECTORS. The Board of Directors shall consist of not less than seven (7) and no more than fifteen (15) directors, unless changed by amendment to these Bylaws. The exact number of Directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors.

The Board of Directors shall include one representative of SCUSD who, to prevent any real or perceived conflict of interest or incompatibility of office, should not be a SCUSD staff or board member.

Section 4. APPOINTMENT TO OFFICE. Notwithstanding anything in these Bylaws to the contrary, all of the initial directors shall be nominated by Kevin M. Johnson, who may at any time grant to one or more individuals or entities (together with Kevin M. Johnson, the "Designating Parties") the power to nominate the initial directors and who may specify the terms of the exercise of any such power. Notwithstanding any provision of these Bylaws, including any document signed and delivered pursuant to the following sentence, Kevin M. Johnson may remove any such Designating Parties. The Designating Parties shall exercise the powers described in this section by a signed and dated document specifically referring to such powers and a copy of such document shall be delivered to the Chairman of the Board, the Secretary of this Corporation or any director. Unless otherwise indicated, the later of any such document shall be deemed to revoke any earlier documents in conflict with it. The Designating Parties, except Kevin M. Johnson, must be directors.

A "Nominating Committee" of four (4) shall be designated by Kevin M. Johnson, or the Designating Parties, and shall consist of Kevin M. Johnson and three directors. The Nominating Committee shall have the exclusive power to submit the qualified nominees for election to the Board of Directors and shall be deemed a Designating Party. No director may be elected or appointed to the Board of Directors unless nominated by the Nominating Committee.

The directors shall be nominated by the Nominating Committee immediately prior to the regular annual meeting of the directors.

Section 5. TERM OF OFFICE. The term of office of all Directors of the initial Board of Directors shall be one year. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-half of the Directors to one-year and two-year terms. Following the expiration

of those designated terms, the term of each Director shall continue for two years, except the term of any Director who is the parent, alumni, or student representative shall be one year. The term of office of all Directors elected hereafter shall be for two years, except the term of any Director who is the parent, alumni, or student representative shall be one year.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies in the Board of Directors shall be deemed to exist on the occurrence of any of the following: (i) the death or resignation of a Director; (ii) the removal of a Director; or (iii) an increase of the authorized number of Directors.

Section 7. RESIGNATION OF DIRECTORS. Any Director may resign, which resignation shall be effective on giving written notice to the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the resignation to become effective. If the resignation of a Director is effective at a future time, the Nominating Committee may provide the Board of Directors with a qualified nominee and the Board of Directors shall elect the nominee as a successor to take office when the resignation becomes effective.

Section 8. VACANCIES FILLED BY BOARD. When a vacancy occurs in the office of any Director, the Nominating Committee shall provide the remaining directors with a list of qualified nominees and the Board shall elect a Director from the nominees to sit as a Director for the remainder of the term.

Section 9. REMOVAL OF DIRECTORS FOR CAUSE. The Board of Directors shall have the power and authority to remove a Director and declare his or her office vacant if he or she has (i) been declared of unsound mind by a final order of court; (ii) been convicted of a felony; (iii) been found by a final order or judgment of any court to have breached any duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or (iv) if the Director fails to attend three (3) consecutive regular meetings of the Board of Directors that have been duly noticed in accordance with article VI, below.

Section 10. REMOVAL OF DIRECTORS WITHOUT CAUSE. Except as otherwise provided in Section 9 above, a Director may only be removed from office prior to expiration of his or her term by a majority of the Directors then in office.

Section 11. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve (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.

## **ARTICLE VI BOARD MEETINGS**

Section 1. PLACE OF MEETINGS; MEETINGS BY CONFERENCE TELEPHONE. Regular and special meetings of the Board of Directors may be held at any place within California that has been designated from time to time by resolution of the Board and stated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Government Code §54950, et. seq., (hereinafter referred to as the "Brown Act") as said chapter may be modified by subsequent legislation. In the absence of such designation, regular meetings shall be held at 2315 34<sup>th</sup> Street, Sacramento, CA 95817. Any meeting, regular or special, may be held by conference telephone or similar communication equipment under specified circumstances subject to the Brown Act. Specifically, at least a quorum of the members of the Board of Directors must participate from



locations that are within the boundaries over which the Board exercises jurisdiction, which for purposes of these Bylaws shall be Sacramento County. Additionally, all votes taken during a teleconference meeting must be conducted by roll call.

Furthermore, when the Board elects to use teleconferencing, it shall post an agenda at each teleconference location and list each teleconference location in the notice and agenda. These locations must also be fully accessible to members of the public.

Section 2. ANNUAL MEETING OF DIRECTORS. The Board of Directors shall hold an annual meeting for the purpose of organization, election of Directors and Officers, and the transaction of other business. The annual meeting shall be held during the month of October each year. The annual meeting of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation. The date, time and location of the meeting shall be set forth in the notice thereof issued in accordance with Section 5, below, of this Article.

Section 3. OTHER REGULAR MEETINGS. Ordinarily, regular meetings shall be conducted at least quarterly. Notice of the date, time and place of regular meetings shall be in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation.

Section 4. SPECIAL OR EMERGENCY MEETINGS OF THE BOARD. Special or emergency meetings of the Board of Directors for any purpose may be called in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 5. NOTICE OF MEETINGS. Notice of the time and place of the annual regular, special, and emergency meetings of the Board shall be given to each Director by one of the following methods: (i) by personal delivery of written notice; (ii) by first-class mail, postage prepaid; (iii) by telephone communication, either directly to the director or to a person at the director's home or office who would reasonably be expected to communicate such notice promptly to the director; (iv) by telegram, charges prepaid; or (v) by e-mail. All such notices shall be given or sent to the Director's address, telephone number or email address as shown on the records of the Corporation and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation which is applicable to the type of meeting called.

Section 6. AGENDA REQUIREMENTS. At least 72 hours prior to an annual or a regular meeting, the board of directors must post an agenda containing a brief general description of each item to be discussed or transacted at the noticed meeting, including items to be discussed in closed session. Additionally, every agenda for a regular meeting must provide an opportunity for members of the public to directly address the board of directors on any item under its subject matter jurisdiction.

Notice of a special meeting must be provided 24 hours in advance of the meeting to all Board members and to all media outlets who have requested notification. The notice must also be posted at least 24 hours prior to the meeting in a location freely accessible to the public. At every special meeting, the Board of Directors must provide the public with an opportunity to address the Board on any item described in the notice.

Section 7. QUORUM REQUIREMENTS.

- a. Specified Quorum. A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of business, except that a quorum need not be present to vote to adjourn as provided in Section 8, below, of this Article.
- b. Action of the Board. Except as otherwise provided herein or in the Corporations Code relating to Nonprofit Public Benefit Corporations, every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.
- c. Effect of Withdrawal of Directors From Meeting. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of directors below a quorum, if any action taken is approved by at least a majority of the required quorum for that meeting or such greater number as is required by the Articles of Incorporation or these Bylaws.

Section 8. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place or may adjourn for purposes of reconvening in executive session to discuss and vote upon personnel matters, litigation in which the Corporation is or may become involved and orders of business of a similar nature. If the meeting is adjourned for more than 24 hours, notice of adjournment to any other time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 9. NO COMPENSATION FOR DIRECTORS. Directors of this Corporation shall not be entitled to compensation for their services as such, although they may be reimbursed for such actual expenses as may be determined by resolution of the Board of Directors to be just and reasonable. Expenses shall be supported by an invoice or voucher acceptable to the Board.

Section 10. CONDUCT OF MEETINGS. Meetings of the Board shall be presided over by the Chairperson of the Board or, if no such person has been so designated, the Secretary of the Board, or in the absence of the Chairperson of the Board, the Vice-Chairperson of the Board, or in his or her absence, by a chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order, as amended and revised from time to time by the Board, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation or with provisions of law.

## ARTICLE VII COMMITTEES

Section 1. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the Directors or an otherwise authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any

such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Fill vacancies on the Board or any committee of the Board;
- b. Fix compensation of the Directors for serving on the Board or on any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;
- e. Create any other committees of the Board or appoint the members of committees of the Board;  
or
- f. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected.

Section 2. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws and the Brown Act concerning meetings and other Board actions, if applicable, to the particular committee. The same notice and agenda requirements governing meetings of the full Board of Directors shall govern the time for general meetings of such committees and the calling of special meetings of such committees. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws and the Brown Act. If the Board has not adopted rules, the committee may do so.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this Corporation shall be a President (a.k.a. Superintendent), a Secretary, and a Chief Financial Officer (a.k.a. Business Manager or Treasurer). The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under these Bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Article VIII, Section 4 of these Bylaws, shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. If a Chairperson of the Board of Directors is elected, he or she shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no Superintendent, the Chairperson shall also be the Chief Executive Officer and shall have the powers and duties of the Superintendent of the Corporation set forth in these Bylaws.

Section 9. SUPERINTENDENT. Subject to such supervisory powers as the Board may give to the Superintendent, if any, and subject to the control of the Board, the Superintendent shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers. The Superintendent shall have such other powers and duties as the Board or the Bylaws may require.

Section 10. VICE-CHAIRPERSON. If the Chairperson is absent or disabled, the Vice-Chairpersons, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-Chairperson designated by the Board, shall perform all duties of the Chairperson. When so acting, a Vice-Chairperson shall have all powers of and be subject to all restrictions on the Chairperson. The Vice-Chairpersons shall have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, of committees of the Board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings, of the Board, and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or by Bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer (a.k.a. Chief Business Officer or Treasurer) shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these

Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Chief Financial Officer shall (i) deposit or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (ii) disburse the Corporation's funds as the Board may order; (iii) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Board or the Bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1.        **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1.        **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1.        **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

Section 2. **NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLAN.** This section does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan and such person's capacity as such, even though such person may also be an agent of the employer Corporation. The Corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by Section 207(f) of the California Corporations Code.

## **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account; and
- b. Written minutes of the proceedings of its board and committees of the Board.

## **ARTICLE XV OTHER PROVISIONS**

Section 1. **VALIDITY OF INSTRUMENT.** Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President or any Vice-President and the Secretary or Chief Financial Officer of the Corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no

officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 2. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provision, rules of construction, and definitions contained in the General Provisions of the California Non Profit Corporation Law and in the California Non Profit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the Corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 3. FISCAL YEAR. The fiscal year of the Corporation shall be set by the Board.

Section 4. INTERPRETATION OF CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Section 5. AMENDMENT OF BYLAWS. These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

Section 6. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code §1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The board shall cause an annual report to be sent to Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind:

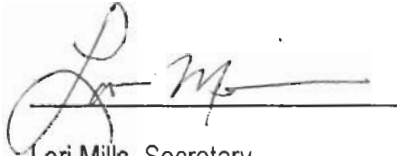
- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  1. Any Director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  2. Any holder or more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the Corporation under Article XI of these Bylaws, unless that indemnification has already been approved by the Directors under Corporations Code section 5238(e)(2).



## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of St. HOPE Public Schools, a California non-profit public benefit Corporation; that these Bylaws, consisting of thirteen (13) pages, are the Bylaws of this Corporation and have not been amended as of January 9, 2014.

Executed on January 9, 2014 at Sacramento, California.



Lori Mills, Secretary

DEC 19 2001

  
BILL JONES, Secretary of State

**ARTICLES OF INCORPORATION  
OF  
ST. HOPE PUBLIC SCHOOL # 7**  
(A California Non-Profit Public Benefit Corporation)

**I.**

The name of the Corporation is St. HOPE Public School # 7.

**II.**

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose of the Corporation is to manage, operate, guide direct and promote St. HOPE Public School # 7 (a California Public School), and such other educational activities as the Board of Directors may define from time to time.

**III.**

The name and address of the corporation's initial agent for service of process is:

Kevin J. Hiestand  
Attorney at Law  
1121 L Street, Suite 404  
Sacramento, CA 95814

**IV.**

The corporation is organized and operated exclusively for educational and charitable purposes to manage, operate, guide, direct and promote St. HOPE Public School # 7, and to educate students, pursuant to and within the meaning of Internal Revenue Code Section 501 (c)(3) or the corresponding provision of any future United States Internal Revenue law.

Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation. The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

V.

No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

VI.

The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of St. HOPE Public School # 7, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of, or be distributable to any of its directors, trustees, officers, or other private persons.

Upon the dissolution or winding up of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

  
Kevin J. Hiestand, Incorporator



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**FILED**  
in the office of the Secretary of State  
of the State of California

**CERTIFICATE OF AMENDMENT  
of  
ARTICLES OF INCORPORATION**

**FEB 26 2003**

*Kevin Shelley*  
KEVIN SHELLEY, Secretary of State

The Undersigned certify that:

1. They are the President and Secretary, respectively, of St. HOPE Public School # 7, a California nonprofit benefit corporation.
2. Article One of the Articles of Incorporation of this Corporation is amended to read as follows:

ARTICLE ONE: The name of the corporation is St. HOPE Public Schools.

3. Article Two of the Articles of Incorporation of this Corporation is amended to read as follow:

ARTICLE TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose of the Corporation is to manage, operate, guide, direct and promote public charter schools and such other educational activities as the Board of Directors may define from time to time.

4. Article Four of the Articles of Incorporation of this Corporation is amended to read as follows:

ARTICLE FOUR: The corporation is organized and operated exclusively for educational and charitable purposes to manage, operate, guide, direct and promote public charter schools, and to educate students, pursuant to and within the meaning of Internal Revenue Code Section 501 (c)(3) or the corresponding provision of any future United States Internal Revenue law.

Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation. The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

5. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

ARTICLE SIX: The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of public charter schools, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of, or be distributable to any of its directors, trustees, officers, or other private persons.

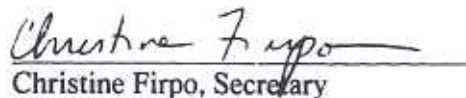
Upon the dissolution or winding up of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

6. The foregoing amendments of Articles of Incorporation have been duly approved by the board of directors.
7. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: February 25, 2003.

  
Lori Y. Mills, President

  
Christine Firpo, Secretary



## **ST. HOPE PUBLIC SCHOOLS**

### **CONFLICT OF INTEREST CODE**

#### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., **St. HOPE Public Schools (“SHPS”)** hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all SHPS Board of Director members, candidates for member of the governing board, and all other designated employees of **SHPS** as specifically required by California Government Code Section 87300. As SHPS has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code conforms with the requirements of Section 1090.

#### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

#### **III. DESIGNATED EMPLOYEES**

Employees of SHPS, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

#### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest Form 700 (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With SHPS. All Statements shall be supplied by SHPS. All Statements shall be filed with SHPS. The SHPS filing officer shall make and retain a copy of the Statement.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any SHPS decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to the Superintendent. The Superintendent shall immediately reassign the matter to another employee and retain a record of the employee's disqualification. In the case of a designated employee who is the Superintendent, this determination and disclosure shall be made in writing to the Board of Directors.

### **B. Governing Board Member Designated Employees**

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## **EXHIBIT A**

### **Designated Positions**

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
  - A. Members of the SHPS Board of Directors
  - B. Candidates for Member of the Board of Directors
  - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
  - D. Superintendent of Charter Schools
  - E. Principals of Charter Schools
  - F. Facilities Director
  - G. Chief Business Officer
  - H. Director Human Resources
  - I. Consultants<sup>1</sup>
  
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
  - A. Purchasing Manager
  - B. Assistant Business Officer
  
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
  - A. Information Systems Technician
  - B. Contractor

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<sup>1</sup> The Superintendent may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.



## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

- A. Interest in real property which is located in whole or in part either: (1) within the boundaries of the District; or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

#### **Category 2 Reporting:**

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the charter schools. Investments include interests described in Category 1.

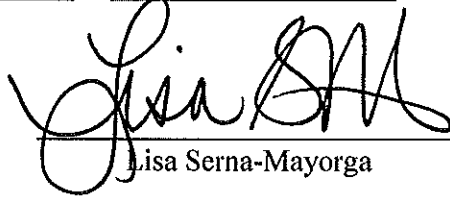
#### **Category 3 Reporting:**

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the charter schools. Investments include the interests described in Category 1.

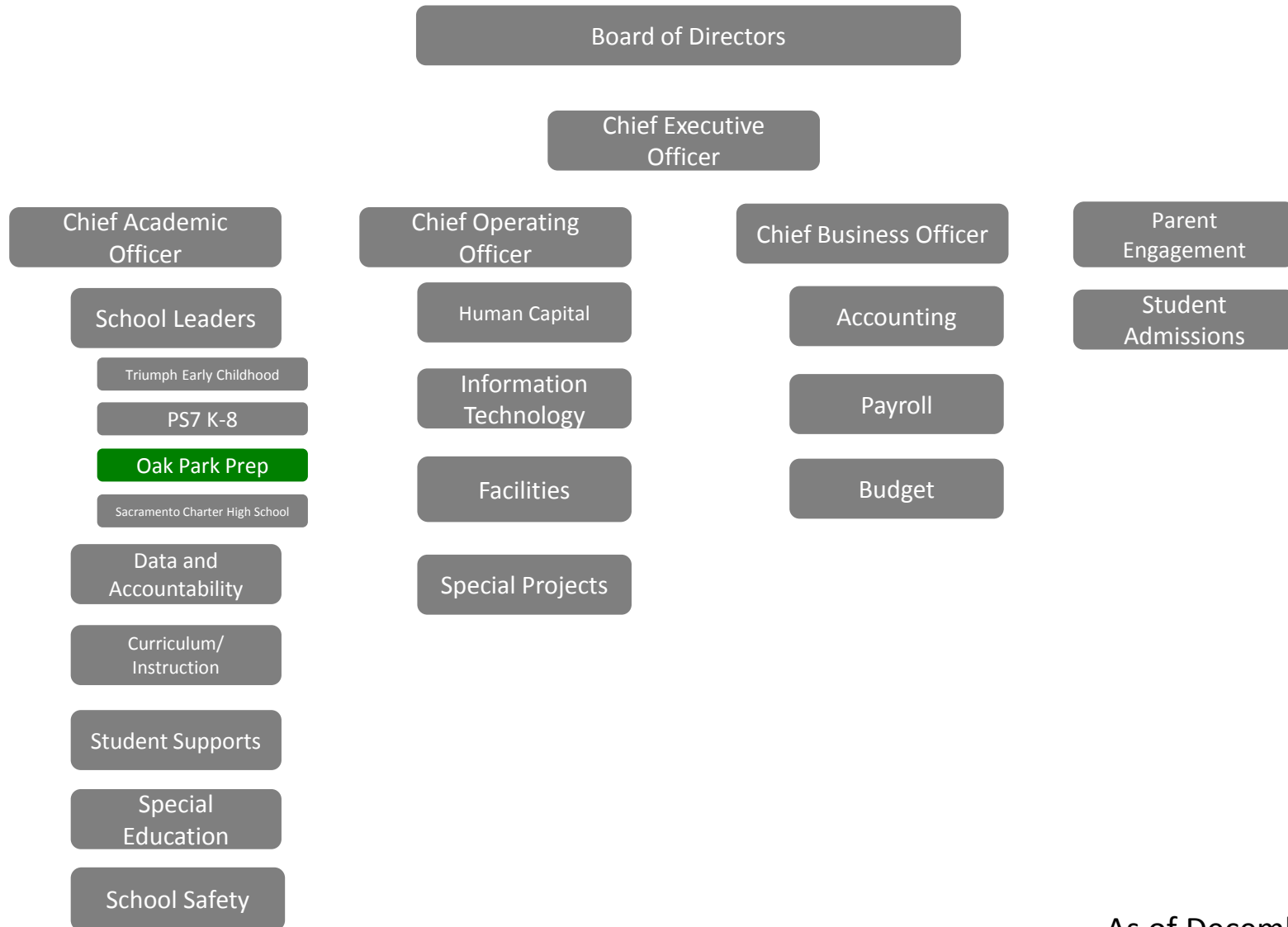
## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the St. HOPE Public Schools, a California nonprofit public benefit corporation; that this Conflict of Interest Code, consisting of four (4) pages, is the Conflict of Interest Code of this Corporation as adopted by the Board of Directors on September 16, 2011; and that this Conflict of Interest Code has not been amended or modified since that date.

Executed on September 16, 2011 at Sacramento, California.

\_\_\_\_\_, Secretary  
Lisa Serna-Mayorga

# St. HOPE Public Schools Organizational Chart



<b>Term of Service (From/To)</b>	<b>Last, First Name</b>	<b>Governing Role</b>	<b>Address (Street, City, Zip)</b>	<b>Telephone</b>	<b>E-mail</b>
7/14-9/15	Johnson, Michelle	Chair	825 K St, 2 <sup>nd</sup> Flr, Sac, CA 95814	Office: 916-287-9220 Other:	michelle@studentsfirs t.org
9/12-9/14	Stigler, Tracy	Vice Chair	825 K St, 2 <sup>nd</sup> Flr, Sac, CA 95814	Office: 602-819-7200 Other:	tracystigler@yahoo.co m
9/12-9/14	Mills, Lori	2 <sup>nd</sup> Vice Chair/Secretary	P.O. Box 5447, Sac, CA 95817	Office: 916-275-9503 Other:	lmills@sthope.org
9/13-9/15	Fatheree, George	Board Member	300 S. Grand Ave, Ste 3400, L.A., CA 95814	Office: 213-687-5000 Other:	George.Fatheree@ska dden.com
9/12-9/14	Fernandez, Soyla	Board Member	1414 K St, Ste 200, Sac, CA 95814	Office: 916-448-7567 Other:	melendez@fernandez gov.com
9/13-9/15	Mendelsohn, Adam	Board Member	1414 K St, 6 <sup>th</sup> Flr, Sac, CA 95814	Office: 916-444-1380 Other:	amendelsohn@mercur yllc.com
9/13-9/14	Mitchell, Gladys	Board Member	421 Hawk Crest Cr, Sac, CA 95835	Office: 916- 459-0137 Other:	jr5416@sbcglobal.net
9/12-9/14	Nagle, Kevin	Board Member	4364 Town Center Blvd, El Dorado Hills, CA 95762	Office: 916-933-6699 Other:	knagle@envisionrx.co m
9/12-9/14	O'Reilly, Dennis	Board Member	4545 9 <sup>th</sup> Ave, Sac, CA 95820	Office: 916-921-0828 Other:	dennisoreilly@surewe st.net
9/13-9/15	Taylor, John	Board Member	1120 N St., Sac, CA 95814	Office: 916-501-7640 Other:	jtenterprise@comcast. net

<b>Term of Service (From/To)</b>	<b>Last, First Name</b>	<b>Governing Role</b>	<b>Address (Street, City, Zip)</b>	<b>Telephone</b>	<b>E-mail</b>
9/13-9/15	Tom, Ron	Board Member	6 Holiday Cove Ct., Sac, CA 95831	Office: 916-424-4638  Other:	rlanetom@aol.com
9/14-9/15	Johnson, Takarra	Student Board Member	2315 34 <sup>th</sup> St., Sac, CA 95817	Office: 916-277-6200  Other:	takarra@gmail.com

As of December 8, 2014

Michelle Rhee has been working for the last 18 years to give children the skills and knowledge they will need to compete in a changing world. From adding instructional time after school and visiting students' homes as a third grade teacher in Baltimore, to hosting hundreds of community meetings and creating a Youth Cabinet to bring students' voices into reforming the DC Public Schools, she has always been guided by one core principle: put students first.

Each chapter of Michelle's story has convinced her: students of every background and ZIP code can achieve at high levels, and for our schools to become what children deserve, every educator is called to believe this. Even in the toughest of circumstances, all teachers are called to turn the incredible potential that fills their classrooms daily, into the achievements worthy of our children and country.



**TEACHING WITH TEACH FOR AMERICA** As a Teach for America (TFA) corps member in a Harlem Park Community School in Baltimore City, through her own trial and error in the classroom, she gained a tremendous respect for the hard work that teachers do every day. She also learned the lesson that would drive her mission for years to come: teachers are the most powerful driving force behind student achievement in our schools.

**BRINGING EXCELLENT TEACHERS TO CLASSROOMS ACROSS AMERICA - TNTP** In 1997 Ms. Rhee founded The New Teacher Project (TNTP) to bring more excellent teachers to classrooms across the country. Under her leadership TNTP became a leading organization in understanding and developing innovative solutions to the challenges of new teacher hiring. As Chief Executive Officer and President, Ms. Rhee partnered with school districts, state education agencies, non-profit organizations and unions to transform the way schools and other organizations recruit, select and train highly qualified teachers in difficult-to-staff schools. Her work with TNTP implemented widespread reform in teacher hiring practices, improving teacher hiring in Atlanta, Baltimore, Chicago, Miami, New York, Oakland and Philadelphia. TNTP placed 23,000 new, high-quality teachers in these schools across the country.

**DRIVING UNPRECEDENTED GROWTH IN THE D.C. PUBLIC SCHOOLS** On June 12, 2007, Mayor Adrian Fenty appointed Chancellor Rhee to lead the District of Columbia Public Schools (DCPS), a school district serving more than 47,000 students in 123 schools. Under her leadership, the worst performing school district in the country became the only major city system to see double-digit growth in both their state reading and state math scores in seventh, eighth and tenth grades over three years. The graduation rate rose, and after steep declines enrollment rose for the first time in forty years. In her last year as chancellor, every eligible DC public school attracted applicants for the annual K-12 Out-of-Boundary, preschool, and pre-Kindergarten (pre-K) lotteries. Fourteen schools had waitlists for the first time. Ultimately, a record high of 5,219 families, representing an increase of 50 percent over 2009, expressed interest in DCPS programs located in all eight wards.

**COLLABORATING WITH PIONEERS** Michelle Rhee currently serves on the Advisory Boards for the National Council on Teacher Quality and the National Center for Alternative Certification.

**EDUCATION** Michelle has a bachelor's degree in government from Cornell University and a master's in public policy from Harvard University's Kennedy School of Government.

**TRACY D. STIGLER**  
Rancho Murieta, California 95683  
Email: tracydstigler@gmail.com  
(602) 819-7200

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## **PROFESSIONAL EXPERIENCE**

<b>Director of Operations</b> <b>STAND UP</b> , Sacramento, California	2011 to Present
<b>Managing Partner</b> <b>TKW Consulting</b> , Sacramento, California	2009 to 2011
<b>Manager / Consultant</b> <b>BUZZ OATES ENTERPRISES</b> , Sacramento, California	2005 to 2009
<b>President</b> <b>ST. HOPE DEVELOPMENT COMPANY</b> , Sacramento, California	2000 to 2005
<b>Staff Attorney / Business Operations</b> <b>PHOENIX SUNS LIMITED PARTNERSHIP</b> , Phoenix, Arizona	1998 to 2000
<b>Staff Attorney / Staff Consultant</b> <b>DELOITTE &amp; TOUCHE</b> , Phoenix, Arizona	1995 to 1998

## **EDUCATION**

**Juris Doctorate** - Arizona State College of Law, Tempe, Arizona  
**Bachelor of Science (Accountancy)** - Arizona State University, Tempe, Arizona  
**Harvard Summer Leadership Institute** - Harvard University, Cambridge, Massachusetts

## **CERTIFICATE**

**State Bar of Arizona**

## **BOARDS**

**Vice Chair, St. HOPE Public School District**, Sacramento California  
**Board Member, Sacramento Public Policy Foundation**, Sacramento California

**Lori Mills  
2<sup>nd</sup> Vice Chair/Secretary  
St. HOPE Public Schools  
P.O. Box 5447  
Sacramento, CA 95817  
(916) 275-9503  
lmills@sthope.org**

Lori Mills has played an integral role in the development of St. HOPE since its inception in 1989 and is currently the Executive Director for St. HOPE Academy. She not only brings institutional knowledge to the Board, she epitomizes St. HOPE culture and has expertise in nonprofit and school development and management. From 1994-1998, she developed and directed St. HOPE Academy Phoenix for high school students in Arizona. In 1998, Ms. Mills was named the Director of St. HOPE Academy Afterschool Program in Sacramento. During her tenure in that role she served as the lead petitioner for the PS7 Charter School Task Force and was a member of the Sacramento High School Task Force. She was appointed Chief Operations Officer after five years of leadership with St. HOPE Academy and also served as the Director of Special Projects, overseeing staffing and recruitment. Before joining St. HOPE, Ms. Mills served as an instructor and advisor for the San Francisco Unified School District for seven years. She implemented and taught Peer Resource and Conflict Management programs for elementary and middle school students, coordinated the Student Study Team and developed intervention strategies for at-risk students. She also developed district-wide strategies for Student Study Team implementation at the middle school level. Ms. Mills holds a Bachelor of Arts from the University of California at Berkeley.



## **GEORGE CLAYTON FATHEREE, III**

1811 Las Flores Drive · Glendale, California 91207 · 626.354.6777 (mobile) · fatheree@post.harvard.edu

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### **PROFESSIONAL EXPERIENCE**

**SKADDEN, ARPS, SLATE, MEAGHER & FLOM LLP**, Los Angeles, California Summer 2007 & Sept. 2008 – present  
*Senior Associate, Real Estate practice*

- Focus on commercial real estate finance, loan restructuring, sales and acquisitions, lease negotiations and joint ventures.
- Major *pro bono* engagements include: secured reparations from German government for Holocaust survivors; authored *amicus* brief to the California Supreme Court on behalf of several disability rights organizations to allow school employees to administer insulin to Diabetic children attending schools without nurses; advised the Los Angeles Unified School District focused on increasing teacher quality; and represented children with disabilities to help them access special education services.
- Co-authored *Workouts Involving UPREIT and DownREIT Properties: A Guide for REIT Executives*, an article that appeared in the Real Estate Finance Journal (Summer 2010).
- Member of Los Angeles office hiring, diversity and professional development committees.

**LOYOLA LAW SCHOOL**, Los Angeles, California Jan. 2008 – present  
*Adjunct Professor, Education law, Real Estate Transactions Practicum*

**U.S. COURT OF APPEALS FOR THE NINTH CIRCUIT**, Pasadena, California Sept. 2007 – Sept. 2008  
*Judicial Law Clerk to the Honorable Ferdinand F. Fernandez, Senior Circuit Judge*

**CALIFORNIA CHARTER SCHOOLS ASSOCIATION**, Los Angeles, California Jan. 2004 – May 2007  
*Chief Operating Officer*

- Managed statewide education reform nonprofit organization; authored grant for \$10 million credit enhancement grant from U.S. Department of Education to create a \$100 million facilities loan fund; developed \$17 million loan program to finance charter school growth; founded and directed legal defense fund, raising over \$2.8 million.

**MCKINSEY & COMPANY**, Los Angeles, California Dec. 2000 – Apr. 2003  
*Senior Associate*

- Advised companies on strategic, management and operational issues to increase shareholder value.

**GOVWORKS, INC.**, New York City, New York Jan. 1999 – Dec. 2000  
*Co-Founder*

- Co-founded internet company which facilitated constituent interactions with local government. Named one of Silicon Alley's Top 25 Minority Entrepreneurs in 1999.

**BOOZ-ALLEN & HAMILTON**, New York City, New York Aug. 1997 – Jan. 1999  
*Consultant*

- Advised U.S., Mexican and Brazilian telecommunications and media companies on strategic and operational issues.

### **EDUCATION**

**LOYOLA LAW SCHOOL** (evening division), Los Angeles, California  
*Juris Doctor*, Spring 2007

**Honors:** Graduated *cum laude*; 1<sup>st</sup> in class in final year & top 10% of class overall; Order of the Coif; *Alpha Sigma Nu*; Fritz B. Burns Scholar; St. Thomas More Law Honor Society; Dean's List all semesters

**Activities:** Black Law Students Association

**HARVARD UNIVERSITY**, Cambridge, Massachusetts  
Bachelor of Arts, Spring 1997; Studied government and religion

**Honors:** Graduated *cum laude*; Dean's List all semesters

**Activities:** Institute of Politics, Student Advisory Committee; Black Students Association; Men's soccer

### **SERVICE**

- Board member, St. Hope Public Schools (charter school system serving predominantly African American students in Sacramento's Oak Park neighborhood).
- Board member, College View Foundation (public school for students with moderate to severe learning disabilities).
- Vice chair, African American Attorneys in Downtown Firms (AAADF).
- Chaired Measure TT, Pasadena Unified School District's \$350 million school facilities bond that passed with 75% of the vote in November 2008.

# **Soyla Fernandez**

1414 K Street, Suite 200

Sacramento, CA 95814

916-995-4278

E-Mail: [sfernandez@fernandezgov.com](mailto:sfernandez@fernandezgov.com)

## **SUMMARY**

Government Relations Professional with over 16 years experience in the California executive and legislative branches, as well as a lobbyist for Sacramento lobbying firm. Experienced in the development of political and legislative strategies to implement effective advocacy programs for corporate and public sector clients. As a former consultant to the legislature and the executive branch, knowledgeable in a variety of political, policy, and budget issues. Have extensive knowledge on regulatory issues affecting clients. Lobbied regulatory agencies including the State Water Control Board, Cal EPA and BT&H agencies, Department of Water Resources, Department of Pesticide Regulation, Department of Housing and Community Development, Department of Health Services and the Department of Finance.

## **WORK HISTORY**

### ***Principal and Founder, Fernandez Government Solutions, LLC***

- Owner and operator of comprehensive governmental relations and advocacy firm.  
(2005-present)

### ***Legislative Advocate Manning Advocates, LLC,***

*Legislative Advocate, January 2004 to November 2005)*

- Provide political and policy advocacy for clients in the areas of resources, housing, environmental standards, transportation, procurement, water supply, and budget.

### **Technology, Trade and Commerce Agency (Secretary Lon S. Hatamiya)**

*Assistant Secretary for Legislative Affairs, June 2003 to November 2003*

- Responsible for Legislative Bill and Budget Analysis for Agency.
- Responsible for coordinating legislative support and opposition to legislation and budget items impacting the agency.
- Responsible for coordinating agency communication with the legislature.

### **Legal Aid Society of Santa Clara County, San Jose, CA**

*Director of Development, November 2000 to April 2003*

- Responsible for program and fund development.
- Responsible for coordinating fundraising events, marketing and communications.

### **Fernández Consulting**

*Consultant, January 2001 to June 2003*

- Assisted non-profit agencies in applying for state and federal funding opportunities.
- Provided fundraising assistance to statewide and local elected officials.

### **California Assembly Budget Committee (Assemblywoman Denise Moreno Ducheny, Chair)**

*Deputy Budget Director, January 2000 to November 2000*

- Analyzed and proposed changes to the Governor's Budget in the areas of housing, economic development, transportation, information technology, and state administration.
- Coordinated with Assembly leadership to ensure budget committee staff addressed budget priorities.

**Business, Transportation and Housing Agency** (Maria Contreras-Sweet, Secretary)

*Assistant Secretary for Legislation, February 1999 to January 2000*

- Reviewed legislation affecting the agency and made recommendation to Governor's staff on support or veto of proposed legislation.
- Assisted in HMO reform package for Governor.

**California Assembly Speaker Antonio Villaraigosa**

*Deputy Budget Director, January 1998 to January 1999*

- Coordinated with Budget Committee Staff to ensure Committee addressed house budget priorities.
- Advised Speaker on budget policies.

**California Assembly Budget Committee** (Assemblywoman Denise Moreno Ducheny, Chair)

*Senior Budget Consultant, Legislative Aid, Jesse Marvin Unruh Assembly Fellow, December 1994 to November 1997*

- Analyzed and proposed changes to the Governor's Budget in the areas of housing, immigration, social services, economic development, transportation, information technology, and state administration.
- Assisted Committee Chair with various legislative proposals.

**EDUCATION**

**University of California, Santa Cruz, 1994**

B.A., Politics (Domestic and International)

**California State University, Sacramento**

M.A., Government (Pending, Course work)



## Media-Use Biography for Adam Mendelsohn

### Adam Mendelsohn | Partner

Adam Mendelsohn specializes in brand, crisis, and media strategy. His clients include Fortune 50 companies, cutting edge start-ups, CEOs, celebrities, and athletes. He, along with partner Fabian Núñez, manages the California team, which includes the Downtown Los Angeles, Century City, and Sacramento offices. Adam also manages the digital and social media practice for Mercury. He lives in Los Angeles.

# Gladys Marie Mitchell

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421 Hawk Crest Circle  
Sacramento, Ca 95835

Retired  
916 459-0137 (c)

916 515-3994 (h)  
[jr5416@sbcglobal.net](mailto:jr5416@sbcglobal.net)

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**Education:** Master of Social Work, Mental Health, CSUS, 1995  
Bachelor of Science, Business Administration, May 1981

## Professional Experience

**09/2012-07/2014**

**Staff Services Manager II**

Department of Health Care Services  
Information Management Services Division  
1650 Capital Mall  
Sacramento, CA

**3/2012 – 8/2012**

**Staff Services Manager II**

Department of Alcohol and Drug Programs  
Information Management Services Division  
1700 K Street  
Sacramento, CA

**09/2010 – 2/2012**

**Staff Services Manager II**

Department of Alcohol and Drug Programs  
Licensing and Certification Division  
1700 K Street  
Sacramento, CA

**04/2009 – 08/2010**

**Health Program Specialist II**

Department of Corrections, Prison Health Care Service  
Medical Services Division  
Clinical Operations Support Branch  
606 J Street  
Sacramento, CA

- Under the direction of the Deputy Director for Clinical Operations, Office of the Governing Body and Professional Practice Executive Committee (PPEC), I supervised a staff of analyst who carried out a variety of duties that ensured due process for physicians under peer review.
- Planned and performed the more complex task for the PPEC and Governing Body, including summarizing the history of individual peer review investigations for presentation and recommendations to both bodies.

- Worked directly with medical executives and legal counsel to ensure timely issuance of formal notices to practitioners whose privileges had been restricted or suspended, in accordance with policy guidelines.
- Attended meetings with the Executive Staff, Legal Counsel and the Chief of the Clinical Operations Support Branch to advise them of the pros and cons of peer review cases. Conducted weekly briefing meetings with the Statewide Medical Director to inform him of the status of peer review cases. Made oral and written presentations to PPEC members and staff.
- On a daily basis, made quick decisions with limited information and reasoned logically, in order to make decisions that would have the least negative consequence and exposure to the Office of the Receiver. Worked to ensure that the program provided each practitioner under peer review, due process to avoid undermining the integrity of the program

**05/2007 – 03/2009**

**Staff Services Manager I**

Department Of Alcohol and Drug Programs  
Licensing and Certification Division  
1700 K Street  
Sacramento, CA

- Responsible for supervising a team of six analysts. Developed and maintained the Department's investigation program for licensed and unlicensed residential alcohol and drug treatment programs.
- Developed procedures, conducted program planning for investigator actions. Implemented new policies, researched issues and made recommendations to staff and management to improve, and comply with various authorities, including, but not limited to state and federal law, local ordinances, and department policy.
- Provided guidance and expertise to staff regarding enforcement requirements for programs and drug counselors. Ensured that staff complied with HIPPA and 42CFR requirements. Made oral and written recommendations to management regarding critical program issues that involved stakeholders, clients, and staff. Attended stakeholder meetings with legal, county, state counselors and other representatives.
- Interpreted regulations and worked closely with the legal department, and policy staff in identifying where stronger regulatory authority was necessary, and proceeded to assist with introducing new regulatory language were necessary (counselor certification language).
- Prepared annual statistical reports and provided information to the public and media in response to Public Record Act Requests. Participated in a six month workgroup with consultants and selected staff to capture the departments Business Management Systems Requirements (BMS).

**03/2006 – 5/2007**

**Staff Mental Health Specialist I**

Department of Mental Health

1600 9<sup>th</sup> Street  
Sacramento, CA

- Responsible for the statewide coordination of disaster mental health assistance in support of local mental health programs. Worked as the department's liaison representative to the 58 counties and the federal Government, Substance Abuse Mental Health Services Administration (SAMHSA). Worked as the department's representative with UC Davis consultants to develop disaster training modules that were available on the internet for mental health providers to use with clients following a disaster.
- Ensured that the mental health delivery system was prepared to respond to the psychiatric needs of citizen's in the event of a disaster. Responsible for providing training to local mental health representatives, instructing them on the federal application process for disaster assistance.
- Responsible for ensuring the counties were familiar with the two federal assistance programs available: Immediate Services Program (ISP) and the Regular Services Program (RSP). Attended briefing meetings at the Office of Emergency Services, and conducted simulated disasters in preparation for real incidents. Attending training in New Orleans with other statewide disaster representatives following Hurricane Katrina.
- Prepared the final edition of the departments Continuity of Operations (COOP) Plan. Created a disaster roster for all county disaster representatives in the State of California.

**11/2005 – 2/2006**

**Staff Services Manager I**

Dental Board of California  
2005 Evergreen Street, Suite 1550  
Sacramento, CA

- Organized and directed the statewide activities of the Licensing and Permit Programs: Licensure by Credential, Licensure by Residency, General Anesthesia, Conscious Sedation, and Oral Conscious Sedation, Oral and Maxillofacial Surgery Programs and Extramural facilities. Provided direct oversight of the licensing staff. Evaluated the program performance and worked to ensure the backlog of applications was at a minimum.
- Advised the Executive Officer on high level issues and participated in Board meeting s with stakeholders and members of the dental community. Provided oversight, guidance, and leadership to staff. Prepared reports and responded to Governor and Legislative inquiries. Handled politically sensitive matters both orally and in writing.

**04/2005 – 10/2005**

**Interim Executive Officer**

Department of Consumer Affairs  
Board of Occupational Therapy  
2005 Evergreen Street, Suite 2050

## Sacramento, CA

- Principle Operations Officer of the Board. Responsible for the budget, Budget Change Proposals, legislation, regulatory changes, regulatory hearings, and enforcement program personnel matters board members, board meetings, stakeholders legislative media inquiries, and the Sunset Review Report. Involved in the most sensitive issues regarding Occupational Therapist. Wrote a Budget Change Proposal (BCP) to reduce licensing fees for Occupational Therapist.
- Convened Board meetings to discuss various industry issues with members, stakeholders and legal counsel. Advised board members on various issues and provided recommendations. Developed work plans for staff to ensure deadlines were met, particularly as it related to the Sunset Review Report to the legislature. Facilitated various meetings.
- Analyzed legislation, proposed regulatory changes and reduced licensing fees. Responded to the most sensitive issues both in writing and orally. Developed and implemented a survey to licensees to determine the Board's effectiveness and to measure customer satisfaction. Provided leadership and direction to the Board and staff. Conducted regular meetings with legal and the Board President.
- Interim – Until permanent replacement was hired. (Returned to previous position).

**01/1999 - 3/2005**

### **Staff Services Manager I & Interim Executive Officer**

California Department of Consumer Affairs  
Dental Board of California  
2005 Evergreen Street, Suite 1550  
Sacramento, CA

- Responsible for managing the Dental Board's Drug Diversion Program for impaired Dentist. Responsible for the daily operation and supervision of the Complaint Unit. Provided direct oversight of all non-sworn enforcement staff. Evaluated program and staff performance. Implemented new policies.
- Developed work plans, analyzed legislation, met on a regular basis with senior management team and consulted on various issues of Board business.
- Participated on the Cultural and Linguistic Competence Work Group, which was comprised of Dental Health Care Professionals in an attempt to bring delivery of services to individuals whose primary language was not English.
- Prepared annual reports to the legislature, department and stakeholders regarding statistical data of the Board's operation. Conducted a survey of the dental community, to include the five dental schools to measure the Board's effectiveness. Provided consultation and participated in meetings with the five dental school Deans regarding examination, issues and pass rates for the dental school students.
- Managed staff and directed the work of the quarterly newsletter to interested parties. Worked collaboratively with member of the legislature, staff and media. Analyzed proposed legislation, and met with stakeholder groups in order to build and reach consensus on controversial issues.



- From December 10, 2002 – February 29, 2003, worked in the capacity of the Interim Executive Officer until a permanent Executive was hired. Interim duties included: Maintaining the operational flow of the organization, provided solid leadership, while staff continued to process license applications, continue investigations and deliver uninterrupted service to the public.

**10/1996 - 12/1998      Associate Government Program Analyst**

(Enforcement Coordinator)  
California Department of Consumer Affairs  
Board of Registered Nursing  
1747 North Market Blvd. Suite 150  
Sacramento, CA

- Referred the most egregious cases to the Division of Investigation and the Office of the Attorney General when necessary. Worked with a team of nurses and analyst in a case management environment to determine the best course of action.
- Created a calendaring and tracking system to ensure that OAH deadlines were not missed and to ensure timely actions that did not compromise due process for licensees.
- Provided statistical reports to the department, stakeholders and the legislature.

**10/1993 - 09/1996      Associate Government Program Analyst**

(Budget Officer)  
California Department of Consumer Affairs  
Dental Board of California  
2005 Evergreen Street, Suite 1550  
Sacramento, CA

- Principle budget operations officer for the Board. Duties included providing projections, tracking expenditures, purchasing major and minor assets, reconciling reports, monitoring all assets, to include calling cards, cell phones, and mileage and gas cards. Also responsible for writing Budget Change Proposal.

**09/1989 – 09/1993      Associate Government Program Analyst**

(Enforcement Coordinator)  
California Department of Consumer Affairs  
Board of Behavioral Science Examiners  
1625 North Market Blvd., Suite W  
Sacramento, CA

- Responsible for intake of complaints regarding all licensed and unlicensed Marriage and Family Child Counselors, Educational Psychologist, and Clinical Social Workers.
- Referred the most egregious cases to the Division of Investigations and the Office of the Attorney General.
- Provided a flag list to the public of all sanctioned therapist.

- Provided reports to the public and the legislature. Also, responded to all Public Record Act Request.



## **Biography of Kevin M. Nagle**

Mr. Nagle is the co-founder and former Chief Executive Officer of Envision Pharmaceutical Holdings, Inc, a position he held from its inception before voluntarily stepping down in March of 2014. He currently serves as Vice Chairman of the Board of Directors and remains the largest non-institutional shareholder. It is the parent company of Envision Pharmaceutical Services, Rx Options, Envision Insurance Company, Orchard Pharmaceutical Services, Envision Medical Solutions, Laker Software, among other health care concerns. The company is nationwide, with major offices in El Dorado Hills California, Twinsburg and Canton Ohio, and Ft. Lauderdale Florida and currently has over 800 employees. Envision is privately held and reached nearly \$4 billion in revenue in 2013 with very robust EBITDA year over year during his stewardship. It is one of the five largest prescription benefit managers (PBM) nationally and has consistently outperformed its competitors in virtually every critical metric measured by industry analysts. In addition, the company has been recognized for its industry innovation and leadership in transparency in the health care marketplace.

In addition, Mr. Nagle serves as President and sole owner of The Nagle Company, Inc., an organization that is engaged in real estate development, shopping malls and other investments. Currently, he is a General Partner of the El Dorado Hills Town Center,

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recognized as one of the most successful developments of its kind in the Sacramento Region.

He is also a principal owner and executive voting member of the Sacramento Kings basketball team and was highly instrumental in leading the efforts with Mayor Kevin Johnson to retain the team in Sacramento. He has worked tirelessly to engage new businesses to serve as team Sponsors and was recognized by then Commissioner Stern in his record setting efforts for selling more season tickets in one day in the history of the NBA after the sale of the team in 2013. He is also a Founder and co-owner of the Sacramento Republic FC, the USL Pro soccer franchise.

Mr. Nagle spent over 13 years in the pharmaceutical industry with the majority in executive management positions in managed care and contracting operations. In 1994, he joined Foundation Health Systems now known as Health Net and co-founded its affiliate, Integrated Pharmaceutical Services (IPS), which quickly became the nation's sixth largest Pharmacy Benefits Management (PBM) Company by 1998. He served in several senior level positions, including Vice President of Sales, Marketing, and Business Development, as well as Vice President of Trade Relations and Account Management. Mr. Nagle left IPS in 1999 and co-founded HMN Health Services, Inc., a privately held PBM, as Executive Vice President, which was acquired by AdvancePCS (now CVS Caremark) in July of 2000 where he continued to operate in the same capacity until December 2001.

He currently serves as a Board Member of the St. Hope Public Schools in Sacramento which was recognized in 2011 as Charter School of the Year (PS7). In addition, Mr. Nagle was recently elected to serve as a Board of Trustee at Saint Mary's College of California. In 2012 and 2013, the Sacramento Business Journal identified him as one of the top Leaders and Executives of the Year.

Mr. Nagle has a B.A., in Political Science and Speech Communication from California State University, Long Beach and an M.A., in Business and Public Administration, from the University of Southern California as well as an Executive Management Certificate in Medical Marketing from the University of California, Los Angeles, Anderson Graduate School of Business. He resides in El Dorado Hills, California. He has two daughters, Lindsay, age 24

and Haley, 22.

## ***RESUME OF DENNIS MICHAEL O'REILLY***

Dennis Michael O'Reilly  
Child & Family Institute  
Executive Director  
4545 Ninth Avenue  
Sacramento, CA 95820  
Tel. (916) 921-0828 ext. 4316  
Facsimile (916) 736-0395  
E-mail: doreilly@cfisac.com

### **EDUCATION**

<u>Law School</u>	<b>J. D.</b> , McGeorge School of Law, University of the Pacific, Sacramento, California (1979)
<u>Graduate School</u>	<b>M. A.</b> , (History) Humboldt State University, Arcata, California (1972)  Lifetime Standard Secondary Teaching Credential, State of California (1972)  Graduate Studies (History), University of Oregon, Eugene, Oregon (1974)
<u>University</u>	<b>B. A.</b> (History) Humboldt State University, Arcata, California (1970)

### **FAMILY BACKGROUND**

My mother was an elementary school teacher. My father, the late E. P. O'Reilly, Ed. D., was an elementary school vice principal, principal of Lincoln School (K-8th grades), Vice president of what was called Sacramento Junior College, Assistant Superintendent for all secondary schools, adult education and Sacramento City College, Deputy Superintendent and then Acting Superintendent of the Sacramento City Unified School District (SCUSD). (1927-1969)

My father also volunteered and was sometimes president of several charities. From memory, these included the Heart Association, the Lung Association, the American Cancer Society, and the local chapter of the United Nations support group. He also volunteered in support of the local Public Broadcasting System television channel. I attended many sponsored events while growing up. This experience and related social philosophy have affected several personal decisions I've made regarding my participation as a volunteer over time. I have included several examples that are listed below.

## **EDUCATIONAL EMPLOYMENT**

I was as a teacher and coach with the SCUSD. (1972-1978) At Luther Burbank Senior High School, I taught History, Geography, Political Geography and Government. I also coached cross-country, soccer as well as Track and Field. I also participated in an internal program to use English, History and Math to enhance (remediate) our students' English proficiency. It had been observed that many of our students were intelligent enough for the subject matter, but were three or more years behind their class level's reading and writing ability. This program did appear to help. (1972-1975)

At C. K. McClatchy Senior High School, I was an assistant Freshman Football coach, and also coached Track and Field. I also taught History and Geography. (1975-1976). This was also my first year of law school.

At Charles M. Goethe Jr. High School, I was not required to coach any sports. This covered my second and third years of evening law school. I taught Social Studies. It was quite noticeable that most classes had an appropriate grade level text, but that more than one-half of the students were at least three years behind this reading level. There was no remediation program. (1976-1978)

## **LAW PRACTICE**

### **Private Law Practice:**

My law practice has varied in emphasis over the years. By partnering with other attorneys and law firms, I have been able to effectively and inexpensively represent clients in divergent areas of law. In areas where I possess special expertise, I have worked with other attorneys, both behind the scenes, and as co-counsel.

### **General Civil Law Practice**

I represented plaintiffs in personal injury matters, but also represented home owners as defendants. With another attorney, we successfully exonerated our client, The Doctors' Insurance Services Company, from a spoliation of evidence claim in a medical malpractice case. I have successfully represented business owners against disgruntled former employees. I have successfully defended business sellers against brokers seeking fees. Often with the assistance of estate planning experts, I have prepared family wills and trusts. I have probated estates. I have also handled collection matters for businesses and have defended individuals who were being abused by unscrupulous collection agents. I have had an extensive law and motion practice. Most litigated matters were by court trials.

### **Juvenile Practice**

I practiced in the juvenile court, in both dependency (foster youth) and wardship (criminal) cases. Dependency is similar to a child custody dispute with state involvement. On more than 120 occasions, I was an assigned referee and after counsel stipulations, served as a pro tem Judge. I

heard several trials involving the most serious quasi-criminal offenses and the most complicated dependency issues, including paternity. I ruled on evidentiary objections, the qualifications of different experts, including serologists, psychiatric workers, and medical doctors. Ultimately, I decided the case merits as the sole trier of fact.

#### Criminal Law Practice

I have represented hundreds of defendants charged with simple misdemeanors, such as driving under the influence (DUI), to the most serious crimes. I have conducted numerous felony trials and achieved several not guilty verdicts in cases ranging from robbery to murder.

#### DNA Litigation and Consulting

I formally trained with a small class of attorneys who studied DNA theory, technology, interpretation, law, and statistics. I have been involved in many DNA trials or factual stipulations concerning the testing results. I have been a resource (consultant) for many attorneys who need additional information or testing to assist their clients. My case background involved forensic (identification) DNA, paternity and parentage (sometimes relationship DNA), Y-chromosome short tandem repeat (STRs) DNA, and mitochondrial DNA (mtDNA).

#### Appellate Practice

I have filed numerous writs and appeals. Two appeals are reported: In re Cindy B. (1987) 192 Cal.App.3d 771, and In re Stonewall F. (1989) 207 Cal.App.3d 1136. I also successfully represented the Department of Social Services on juvenile court dependency writs and appeals. In this capacity I was hired by the Calaveras County District Attorney's Office.

#### Executive Director

I have been the Executive Director of Child & Family Institute from 09/21/2009 to the present.

#### **Related Employment and Volunteer Experience**

Administrative Law Judge (California Department of Social Services, and California Department of Health Services)

Taught business law topics to accountants who were preparing for the Certified Public Accountant's (CPA) examination.

Member of two regional committees of the Golden Empire Health Systems Agency. Participated in several administrative Hospital certificates of need hearings.

Board member of the East Sacramento Improvement Association which recommends or opposes



building projects which may affect zoning or variance issues before the city planning department and city council.

Fund-raising board for the River Oak Center for Children.

Board member of the Child & Family Institute. This non-profit organization serves at least 400 children and family members who have experienced extreme neglect, child abuse and/or other social disadvantages. I was a Board member from 1992 and Board President October 26, 2008- November 24, 2009.

#### Partial Membership History

California State Bar Association

Committee member: Indigent Working Group (May, 2004-Dec., 2005)

Prepared: "Guidelines on Indigent Defense Services Delivery Systems (2006)"

Sacramento County Bar Association

Chairman, Indigent Defense Panel (Oct, 2002-Jan., 2006)

Bar Council (Board of Directors) (Oct, 2002-Jan., 2006)

By-Laws Committee

State Bar Delegate

California Public Defenders Association

California Attorneys for Criminal Justice

Criminal Defense Attorneys of Sacramento, Inc. (President, 1991)



*John W. Taylor – 9355 Edisto Way, Elk Grove Ca. 95758 (916) 501-764*

## QUALIFICATIONS

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Provide direct leadership in establishing coordinated support services for businesses seeking profitability and entrepreneurs working towards financial self-sufficiency. This coordinated effort involves working with corporations, partnerships, non-profit entities, and sole proprietorships incorporating cohesive membership programs, economic development opportunities, and synergistic strategies between member chambers statewide and the African-American businesses established in California to achieve solvency and sustainability.

## EXPERIENCES

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**March 2004–Present**

**Alpha Academy-Young Males Program**

**Executive Director**

- Created and operate a youth mentoring program for young men ages 12-18 years old. Established fundamental program goals, developed curriculum, recruited and trained mentors/volunteers, secured funding for the budget, and continuously work with schools and community based organizations to help young men improve academic performance and understand social responsibility. Includes the development of individual education plans for students, and reasonable monitoring processes to ensure success. Over the ten (10) years of operation, the program maintains seventy (70) participants per month, two (2) paid staff, fifteen (15) dedicated volunteers, and a budget of approximately \$50,000.

**April 2002–Present**

**California Department of Transportation**

**Chief, Federal Funds Management Branch**

- Develop policies and action plans to direct staff (10) to fully utilize over \$3 Billion in Federal Highway funds allocated annually to California. Provide leadership and guidance allowing subordinates to develop and implement decision models to ensure project delivery schedules are met for State and Local Agency transportation projects by applying innovative financing techniques that optimize the use of both State and Federal funds. Established and maintain systems to prepare monitoring reports and manage over three-hundred (300) federal aid highway accounts.

**February 2010–September 2011**

**California Department of Transportation**

**Acting Chief, Small Business Outreach Branch**

- Served as Acting Chief within the Department's Office of Business and Economic Opportunity providing strategic leadership (75 staff with 5 direct reports) and guidance in developing outreach strategies to enhance Small Business Development and building relationships with community, professional and trade organizations among and between the Department's twelve (12) District Offices throughout California. Also managed the consultant services contract with Los Rios School District to enhance training to Small-Minority Businesses enabling more Disadvantaged Business Enterprises (DBEs) to become certified and qualified for major/minor contract work with the Department.



*John W. Taylor – 9355 Edito Way, Elk Grove Ca. 95758 (916) 501-764*

**April 1989–March 2002                      California Department of Transportation**  
**Chief, Resource Management Branch**

- Directly managed the Department's Division of Budgets \$5 Million annual State Highway Account resources, as well as manage all Accounting, Personnel, Legislative, and Clerical functions for all (65) Division employees.
- Developed and implemented fund management strategies for the \$3 Billion Federal funds allocated to California annually; guided the development of the federal fund portion of the Governor's Budget, and coordinated the management of the entire administrative function within the Division. Prepared budget change proposals, strategic and operational spending plans, and recommended successful alternatives when necessary.

**1997- Present                                      JTEnterprise, Limited Partnership**  
**President/General Partner**

**Consultant Supportive Services:**

- Annual Young Male Conference Coordinator – Since 1997 provided leadership in the all day event, held once a year, providing workshops for youth to receive exposure to a variety of subjects (i.e. law, health, education, economics, etc.). Average four-hundred (400) youth and coordinate the efforts of twenty-five (25) volunteers, with a budget of \$5,000.
- Assist in coordinating youth participation at the Antioch Progressive Baptist Church's Malachi Project, a weekly academic tutoring program, including the recruitment of volunteer tutors and teachers. The program has provided services to approximately 30 families during the last seven (7) years, since 2007 and has been successfully integrated with the Alpha Academy Program at Cosumnes River College.
- Created, organized, staffed, and successfully helped twenty (20) youth improve their music skills during the Summer Music/Leadership camp held at Edward Harris Jr., Middle School. Recruited one musician and two college professors to run the program, with a \$10,000 budget.
- Annual Scholarship Program Co-Chair - provides financial assistance to graduating high school seniors who are going to college. Direct the distribution of application throughout the three major School Districts in the area, coordinate the efforts of a screening/interview panel, compile the scores, and award the scholarships. Manage a staff of eight (8) with a budget of \$1,500 and award approximately \$20,000 annually.
- Coordinated internships, job training, and employment opportunities for youth through collaboration with Green Tech Program, and others. The academy graduates approximately ten (10) youth per year, and generally two (2) volunteers are directed to help with the placement process. No budget.



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### **Coordinated Community Activism:**

- Coordinate the efforts of community based organizations and youth participation in support of the March of Dimes annual WalkAmerica event from 2005-2010. Encouraged over eighty (80) adults and forty (40) youth to participate over the three year period, and raised several thousand dollars for each event.
- Inspired and helped organize parent advocacy groups at Laguna Creek and Valley High Schools, and Elk Grove Elementary which includes on-going participation of the Principal, Vice Principals, the Head Counselor, and approximately seventy (70) parents. The program began in 2006 and still is growing and empowering families to help eliminate the academic achievement gap.
- Served on Program Services Committee for the Greater Sacramento Chapter of the March of Dimes – 2004-2011
- Serve on Board of Directors for the St. Hope Public Schools – 2011-Present
- Serve on Board of Directors for the Parent Institute for Quality Education-2010-Present
- Serve on Board of Directors for StandUp – an Education Initiative –2012-Present
- Serve on Planning Committee for the Sacramento Black Book Fair –2013-Present
- Served on Board of Directors for the Zeta Beta Lambda Education Foundation – 2003-2011
- Serve as College Advisor for students attending University of California at Davis, and California State University of Sacramento. Average ten (10) students per year, no budget.

**September 2005–June 2007**

**Cosumnes River College**

### **Adjunct Professor, Economics**

Provided instruction in the principles of Microeconomics at the Community College covering functional and graphical analysis of the sectors making up the economy, with primary emphasis on basic economic analysis, supply and demand, equilibrium in markets, the efficient and equitable use of scarce resources, and price determination. Class size approximately 40 students per semester.

## **EDUCATION**

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### **Graduate Studies Economics and Business Administration**

1986-1989      California State University, Los Angeles      Los Angeles, CA

### **B.S. Business Administration with emphasis in Management**

1982-1986      California State University, Dominguez Hills      Carson, CA



**Ron Tom joined Governmental Advocates in February 1998, and has spent three decades working in the political arena in a variety of positions.**

**Dr. Tom's areas of expertise include: health care, waste management and recycling, air pollution, automotive emissions, alternative energy, higher education, Pacific Rim trade and business acquisitions, workers' compensation, and water issues.**

**Dr. Tom has represented the firm's wide array of clients before the California Legislature, administrative agencies and departments, and various state boards and commissions.**

**Prior to joining Governmental Advocates, Dr. Tom served as Director of Governmental Relations at the law firm of Damrell, Nelson, Schrimp, Pallios & Ladine for seven years.**

**Before joining the Damrell firm, Dr. Tom's positions included serving as Senior Legislative Advocate for the California Association of Hospitals & Health Systems; Chief Consultant to the Joint Legislative Committee on Medi-Cal Oversight; Chief Consultant to the Assembly Health Subcommittee on Medi-Cal; and Provider Relations Supervisor to Computer Sciences Corporation/Government Health Services. In addition, Dr. Tom was a practicing pharmacist for 16 years, which gives him a unique and valuable perspective on a variety of health care issues.**

**In addition to his professional work, Dr. Tom has been a volunteer member of several health care organization panels, including the Sacramento County Health Council; the Ad Hoc Advisory Committee to the Department of Personal Health; the County Health Agency on Extended Nursing Services to Senior Citizens; the Golden Empire Health System Agency's Planning Task Force on Long-Term Care; the Ad Hoc Pharmacy Advisory Group to the County Health Care Agency; the Department of Mental Health's Technical Advisory Board on Drug Abuse; Pharmacy Liaison to the Sacramento Chapter, American Red Cross; and member of the Board of Directors of the Community Services Planning Council. He was also a Major in the California National Guard Medical Unit.**

**Dr. Tom is currently the President of the Asian Legislative Caucus Institute.**

**Dr. Tom graduated with honors from the University of the Pacific, where he received both a Doctor of Pharmacy and a B.S. in Pharmacy. He is married with two grown children.**

## CHAD A. FERGUSON

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2506 ½ S Street · Sacramento, CA 95816  
[chadferguson48@hotmail.com](mailto:chadferguson48@hotmail.com) · 917-514-4307

### EDUCATION & FELLOWSHIPS

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<b>Broad Fellow</b> The Broad Fellowship for Education Leaders	2011 Los Angeles, CA
<b>Teachers College, Columbia University</b> Master of Arts, Educational Administration	2003 New York, NY
<b>The University of Chicago</b> Bachelor of Arts, with Special Honors, Psychology	1993 Chicago, IL

### PROFESSIONAL EXPERIENCE

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<b>St. HOPE Public Schools</b> <b>Chief Academic Officer</b>	Present Sacramento, CA
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St. HOPE Public Schools is a network of five high-performing charter schools in the Oak Park neighborhood of Sacramento. The network serves nearly 2000 students in grades preschool through 12, with a budget of \$17 million.

- Part of a one-year transitional network leadership team established to assess and maximize areas of strength, identify underperforming systems and practices, and to develop a comprehensive strategy to boost student outcomes.
- Developing a central structure to support academic program, including special education, English language learners, student services, safety and security, attendance and truancy.
- Lead day to day academic program, managing a team of five school principals to ensure high student achievement and efficient school operations, including staffing, budget, school culture, and professional development.
- Major areas of focus in strategic plan include: navigate an effective shift from California content standards to the Common Core Learning Standards, and transition to new state assessments; use network-wide rubric for effective teaching to improve instructional practice; establish an expert, responsive central team to support school leaders and staff; ensure clear, direct, and open communication among school and central team members.

<b>NEW YORK CITY DEPARTMENT OF EDUCATION</b> <b>Chief Academic Officer, District 79</b>	2011 – 2014 New York, NY
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District 79 encompasses programs that serve over-aged, under-credited students, including incarcerated youth, pregnant and parenting students, youth in substance abuse treatment, and students pursuing a GED. These programs have multiple sites, across all five boroughs of the city, and serve over 40 thousand students annually.

- At the request of the Senior Deputy Chancellor, joined central team beginning January, 2014 to facilitate strategic planning around state and federal programming, and supporting struggling schools.
- Oversaw all District 79 programmatic teams: Academic Support, Student Support, Career and Technical Education, English Language Learner Support, and Special Education. Led a staff of 22, and served as member of Superintendent's cabinet.
- Launched a major initiative to revamp high school equivalency curriculum to align with Common Core Learning Standards.
- Spearheaded District 79 collaboration with NYC Administration for Children's Services to implement the Close To Home initiative. District 79 established two new school programs to provide the education component of the initiative. In school year 2012-2013, out of 302 total incarcerated students, 189 earned high school credits, 56% of them earning more than 4. Early data shows a 10% improvement in school attendance when students leave the program and return to their home school.
- Represented District 79 on the New York City School-Justice Partnership Task Force, a collaboration of city agencies, unions, non-profits, and community organizations, under the leadership of former New York State Chief Judge Judith Kaye.

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**  
**Instructional Superintendent, Alternative Schools and Programs &**  
**Deputy Chief, Youth Engagement**

2007 – 2011  
 Washington, DC

System-Wide Leadership

- *Organizational Development:* Created the Office of Youth Engagement. Managed 50 staff and an annual budget of \$10 million. For all 120+ schools in the district, oversaw student attendance and truancy initiatives, student behavior and discipline, school culture, targeted student support, health and wellness, and support for disengaged youth.
- *Results Focus:* Led attendance team in a large-scale effort to increase average daily student attendance and reduce truancy, resulting in a 40% reduction in chronic truancy in two-year period.
- *Interagency Coordination:* Facilitated collaboration between school district and multiple other city agencies, including Departments of Health, Mental Health, Youth Rehabilitation Services, Corrections, Child and Family Services Administration, and the Metropolitan Police Department.
- *Community Facilitation:* Coordinated cross-functional working group to address Lesbian, Gay, Bisexual, and Transgender issues, with participation from students, school staff, community organizations and federal government representatives. Developed an ambitious, progressive long-term plan to create safe, welcoming environment for all students, families, and staff. Resulted in increased positive media presence, public recognition at DC Council hearings, and pilot support programs in several middle and high schools.
- *Policy Development:* Led a comprehensive overhaul of DC Municipal Regulations governing student discipline, including drafting process, constituent engagement, and legislative passage through DC Council.
- *Data Infrastructure and Management:* Managed two major initiatives to establish accurate, useful data management systems for student attendance and student behavior, including development of a brand-new district-wide student behavior information system.

### Multi-School Management

- Led all DCPS alternative schools and programs, serving incarcerated youth, students on long-term suspension, over-aged, under-credited students, and recent/long-term dropouts.
- Managed a team of nine principals, plus school support staff. Oversaw professional development, school operations, and student achievement.
- Began a long-term project to identify valid, compelling sources of data to evaluate student achievement in alternative settings.
- Instituted a rigorous program of professional development for principals and assistant principals; consisted of regular co-observations in all cluster school settings, protocols to discuss observations and student work, and purposeful development of a district approach to supporting our most-struggling students.
- Turned around program at DC Jail, leading to the resolution of a long-standing class action lawsuit, and in June, 2011 producing its first-ever high school diploma graduates. Worked closely with principal to meet goals of the legal settlement: increased staffing to ensure coverage for all required content areas, enhanced curriculum in multiple content areas, provided professional development to improve school culture, and successfully advocated for budget modifications to support these changes.
- In DCPS' flagship alternative high school, led comprehensive change effort resulting in a more than 100% increase in average daily student attendance, and a roughly 30% increase in graduation rate. Reconstituted the leadership and teaching staff under NCLB option, instituted a student advisory program, and added online courses to diversify the curriculum and accelerate student growth.

### **NEW YORK CITY DEPARTMENT OF EDUCATION**

2002 – 2007  
New York, NY

#### **Executive Director, Academic Support**

2006 – 2007

- Managed 5 staff for District 79, serving approximately 70,000 students and over a dozen schools and programs, including Transfer High Schools, Involuntary Settings, GED Programs, and Programs for Pregnant and Parenting Students.
- Supervised district-wide school safety work: managed suspension process, maintained and analyzed suspension data, coordinated and chaired district safety committee; led the planning and development of programs to serve special education students and English language learners; managed teams to implement programs district-wide.
- Contributed to planning and implementation of large-scale overhaul of citywide GED programs and programs for pregnant and parenting students.
- Assisted Superintendent with planning and implementation of principal professional development: topics included effective instructional observations, how to give constructive feedback to teachers, how to analyze student outcome data to improve practice.

#### **Assistant Principal, Brooklyn School for Global Studies**

2004 – 2006

- Served as direct supervisor for 30 deans, teachers and support staff at the Brooklyn School for Global Studies (approximately 700 students in grades 6 – 12, 61% low-income, 94% minority).
- Supervised three academic departments (Math, Special Education, and ESL).
- Managed \$4 million school budget. Oversaw accounting, procurement, school safety and security.
- Ensured compliance with Federal, State, and City regulations for Special Education and ESL, as well as most school-wide NCLB and Title I regulations.



**Assistant Principal, John A. Reisenbach Charter School**  
(Charter held by NY State Board of Regents)

2002 – 2004

- Oversaw academics and operations in grades 4-8 (85% low-income, 100% minority).
- As a member of the Leadership Team, developed and implemented a rigorous, standards-based curriculum.
- Provided ongoing professional development, coaching and support for teachers. Conducted regular teacher evaluations.

**Teacher / Director, University Heights High School**

1998 – 2002

- Taught high school math and science at University Heights High School (approximately 400 students in grades 9 to 12, 79% low-income, 95% minority).
- Served as chair of Math and Science Department for three years, then as Director of Grades 11 and 12 and as a member of the principal's cabinet.
- Chair of Math, Science, & Tech. Department, Science Department, 1999 – 2002; created science department; oversaw development of standards-based biology curriculum, mentored new teachers, secured district funding for a new science lab; chair of School Leadership Team.; taught Advisory classes, focusing on social-emotional curriculum.

**TEACH FOR AMERICA**

1996 – 2002

**Associate Institute Director and School Director**

Houston, TX and New York, NY

- Worked part-time while teaching and while attending graduate classes in medicine at Case Western Reserve University.
- As Associate Institute Director, oversaw day-to-day operations of summer training institute, providing quality summer school experience for thousands of children each summer and a rigorous teacher preparation program for a total of over 5,000 recent college graduates.
- As School Director, led staff of 10-15 mentor teachers and administrators and supervised training of 60-70 new teachers each summer. Led the development and implementation of teacher professional development, regular instructional observations, and end-of-program teacher evaluations.

**LEE COUNTY SCHOOL DISTRICT #1**

1993-1996

**Teacher, Anna Strong Middle School**

Marianna, AR

- Taught middle school science as a Teach for America corps member. Chair of Science Department, and chair of School-wide Discipline Committee, 1994-1996.
- Helped secure a \$9,000 grant from Arkansas Department of Education/Federal Learn and Serve Initiative to develop and implement service learning activities.
- Created innovative mentoring program to focus attention on students repeating the eighth grade. Obtained grant from the Winthrop Rockefeller Foundation to fund the program.
- Chaired/served on several Arkansas Comprehensive Outcomes Evaluation committees, which evaluate faculty performance and improve student learning and discipline.
- Developed "School-Parent Compact" to encourage active family participation in education. Program was successfully implemented throughout the school district with student, family, and faculty involvement.

## **COMMUNITY ACTIVITIES**

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- Volunteer, Program Committee of the Board of Directors, Hetrick-Martin Institute (New York City's largest youth-serving LGBT organization), New York, NY 2012-Present
- Appointee, Mayor's Committee on Child Welfare, Washington, DC, 2008 – 2011
- Reading tutor, Everybody Wins, Washington, DC, 2009 – 2010
- Founding member, Board of Trustees, Friends of Explore Charter School, Brooklyn, NY 1999 – 2002
- Mentor, New York National Guard Youth Challenge Program, New York, NY, 1999 – 2000
- Volunteer H.I.V. testing counselor, Free Clinic of Greater Cleveland, Cleveland, OH, 1996 – 1997
- Mentor, Big Brother/Big Sister Program, Cleveland, OH, 1997
- Volunteer, Delta Family Practice (Community Health Clinic), Marvell, AR, 1993 – 1995

## **PUBLICATIONS AND PRESENTATIONS**

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- Moderator, panel on youth engagement, Teach For America Educators Conference, 2014
- Presenter, youth development training sessions for the Broad Residency, 2012 and 2013
- Facilitator, Broad Fellowship webinar on Youth Engagement, 2012
- Panelist, Teach For America launch of community innovation pilot program, 2010

## **Maureen Fitzgerald**

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[cmclfitz@yahoo.com](mailto:cmclfitz@yahoo.com)

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### **INTRODUCTION**

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I have extensive experience in Senior Management positions working with School Boards, Community Committees, and managing a wide range of business functions serving K-12 education including Transportation, Maintenance and Facilities, Nutrition Services, and Budget and Finance. I am an expert on budget development and analysis and have made a personal goal to simplify school finance for public education by building useful and meaningful documents to boards of education and the community. My strong management and leadership skills have resulted in building valuable internal and external relationships and bringing work groups together to meet goals and create efficiencies. I believe strongly in the use of technologies to build efficiencies in process and transparency and accountability to tax payers.

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### **EMPLOYMENT AND LEADERSHIP**

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2013 – Present	St. HOPE Public Schools Chief Business Officer
2010 – 2013t	Chico Unified School District Assistant Superintendent, Business Services
2010 – 2013	Executive Board Member North County School Insurance Group (Multi-Agency Property and Liability Joint Powers Authority)
2010 – 2013	Board Member North Valley School Insurance Group (Multi-Agency Workers Compensation Joint Powers Authority)
2010 – 2013	Executive Board Member Protected Insurance Programs for Schools and Community Colleges (PIPS) (Multi-Agency Self-Insurance/Reinsurance Workers Compensation Program)
2008 – 2010	Alameda County Office of Education Director, Fiscal Implementation Team
2007 – 2008	San Mateo County Office of Education Administrator, District Business Services
2006 – 2007	School Business Consultant
2005 – 2006	Analytic Software Solutions Director Business Development
2002 – 2005	Marysville Joint Unified School District Assistant Superintendent, Business Services
2002- 2005	Board Member North Valley Schools Insurance Group (NVSIG)
2000 – 2002	Monterey Peninsula Unified School District Chief Business Officer
2000 - 2002	Executive Board Member Monterey County Schools Workers Compensation JPA

1998 – 2000	Pajaro Valley Unified School District Director of Finance
1997 – 1998	Franklin-McKinley School District Supervisor Human Resources
1996 – 1997	East Side Union High School District Budget Specialist (Management)
1995 – 1996	Soquel Elementary School District Supervisor Business Services
1988 – 1995	Pajaro Valley Unified School District Positions Held Include: Budget Technician Personnel Specialist Account Specialist III/Payroll

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### ***BUSINESS AND ADMINISTRATIVE KNOWLEDGE***

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Budget Development: Multi-fund and multi-year development, fiscal projections, position control and management, policy development and implementation

Fiscal Controls: Knowledge of ability to interpret Education Code and Government Code, and Local Code issues as relates to public education business issues. Knowledge of all aspects of fiscal management including cash controls.

Modernization and Construction Application and Project Management including:  
 Certificates of Participation (COPS)  
 Quality Zone Application Bonds (QZAB)  
 General and Special Elections Bonds  
 Land Acquisition

AB1200/2756 Fiscal Oversight and Implementation of policies and best practices

Knowledge of Various Financial Management and Position Management Software including serving as project manager for conversions to:  
 Escape Technologies  
 Sungard Bi-Tech/IFAS

Organizational Business Management of Policies, Practices, and Functions including:  
 : Transportation  
 Maintenance & Operations  
 Facilities  
 Child Nutrition  
 Purchasing  
 Budget & Accounting

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### ***Education***

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California State Polytechnic University, Pomona - ACSA Personnel Administrators Institute  
 California State University, Fresno - Institute for School Finance and Personnel Management  
 Cabrillo College, Aptos, CA  
 University of California, Santa Cruz

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### ***References***

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<b><i>Name/Title:</i></b>	<b><i>Company:</i></b>	<b><i>Phone Number:</i></b>
Brooke Porteous, Sr. Accounting Coordinator	St. HOPE Public Schools	(916) 370-1177 cell
David Koll, Director Classified Personnel	Chico Unified School District	(530) 635-5159 cell
Bena Arao, Director	Sacramento State University	(916) 213-2958 cell
Lorrie Owens, Administrator IT	San Mateo County Office of Ed.	(510) 388-3444 cell
Shirley Williams, Principal Citrus Elementary	Chico Unified School District	(530)-891-3107

## ENOCH O'DELL WOODHOUSE, III

[Ewoodhouse@post.harvard.edu](mailto:Ewoodhouse@post.harvard.edu) | (916) 905-0947  
3411 Chestnut Street, Apartment 202 | Philadelphia, PA 19104

### Professional Experience

**Chief Executive Officer**  
(August 2014 – Present)

#### **St. HOPE Public Schools**

**Sacramento, CA**

- Oversee all programmatic and operational aspects of St. HOPE Public Schools, a nonprofit organization managing four schools (PK-12), 2,000 students, >200 staff, and an annual operating budget of more than \$18MM.
- Previously served as Chairman, Board of Directors, of St. HOPE Public Schools for more than three years during a period of significant student growth, including the launch of a new middle school.

**Vice President of External Affairs**  
(January 2014 – August 2014)

#### **StudentsFirst**

**Sacramento, CA**

- As founding Vice President of Operations, built the operational systems and infrastructure to support revenue growth of 20x and staff growth from 10 to 130 over a two-year period.
- **Finance:** Served as acting Chief Financial Officer owning budget development, required financial reporting, back-office accounting functions, the annual audit process, procurement and accounts payable.
- **Fundraising:** Managed a portfolio of anchor and prospective investors that represents 70%+ of organizational revenue.
- **Human Resources:** Created and directed all aspects of human resources including: recruitment and selection, executive search, performance evaluation, organizational design, salary scales, and compensation/benefits offerings.
- **Legal/Compliance:** Managed internal General Counsel and outside counsel to ensure compliance with all aspects of federal, state and local corporate and political law including: annual 990 filings for multiple entities, initiation of and reporting for state-level Political Action Committees (PACs), and multi-state labor law.
- **External Affairs:** Built strategic partnerships with organizations across the country designed to grow StudentsFirst's pro-bono support and elevate the organization's ability to pass laws and policies.

**Analyst || Business Operations Manager**  
(January 2010 – March 2011)

#### **District of Columbia Public Schools, Office of Data and Accountability (ODA)**

**Washington, DC**

- Led two District of Columbia Public Schools (DCPS) efforts to provide a breadth of programmatic information about DCPS schools to the public through "school profiles" (recently launched at [www.profiles.dcps.dc.gov](http://www.profiles.dcps.dc.gov)); as well as through individual "school scorecards" that detail comprehensive performance information for each DCPS school.
- Led 25 community meetings and focus groups that engaged more than 350 individuals including parents, students, teachers, principals and community members in conversations about what an effective school looks like to ensure that the school profiles and scorecards reflected stakeholder opinions.
- Managed all aspects of financial and resource planning for the Office of Data and Accountability, including the development of long range spend plans and ODA's annual \$8 million budget.
- Managed the day-to-day operations of ODA including procurement (RFP creation and vendor due diligence), active contract monitoring, MOU execution, hiring, and office management.

**Associate**  
(September 2008 – January 2010)

#### **City Year, Inc., Headquarters**

**Boston, Massachusetts**

- Managed the new site development process of City Year's 20<sup>th</sup> and 21<sup>st</sup> locations in Milwaukee and London, which included soliciting over \$7 million in aggregate gifts from individuals, foundations and other donors.

**Analyst | Program Manager**  
(March 2007 – September 2008)

#### **Fletcher Asset Management (FAM) || The Fletcher Foundation**

**New York, New York**

- Coordinated the capital raising efforts for the firm's investment funds (\$2 billion under management), working directly with FAM's Chairman and Chief Investment Officer.
- Developed the firm's presentation materials (i.e. DDQ's, RFP's, firm presentations, fund summaries, investor releases and monthly commentaries).
- Instituted operational systems for the Foundation's philanthropic activities including creating standardized criteria for grant making.
- Performed due diligence for programs seeking grants from the Foundation and made final funding recommendations to the Foundation's Directors.

### Education

*Class of 2007*

#### **Harvard College**

*A.B., African American Studies with a focus on African American religious history*

**Cambridge, Massachusetts**

### Activities

#### **Past Activities**

Appointed Member, Harvard Alumni Association Board of Directors || President, Harvard Black Alumni Society of New York || Advisory Board Member, GreatSchools DC || Board Member, Young Achievers Pilot School || Two-time national fencing champion, NCAA team champion, three-time first team All-Ivy League selection. Two-time All-America selection

# Dominique Renee Amis

2615 P St, #2 Sacramento, CA 95816  
619.884.5109 dominiqueamis@gmail.com

## EDUCATION

**Georgetown University**, Washington, DC, May 2008

Master of Public Policy with concentration in Education Policy

Thesis: "Why Parents Matter: Parental Factors Moderating the Effects of Official Justice System Involvement on Youth's Educational Attainment"

**University of Southern California (USC)**, Los Angeles, CA, Dec 2005

Bachelor of Arts in Psychology with Honors

Minor: Psychology and Law

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## RELEVANT EXPERIENCE

**St. Hope Public Schools**, Sacramento, CA, Oct 2014- Current

*Chief Operating Officer*

Oversee all operational aspects of St. Hope Public Schools, a network of four charter schools spanning grades PK-12. Operational support includes Information technology, facilities, and food services for all school sites.

**StudentsFirst**, Sacramento, CA, Sept 2011-Oct 2014

*Director of Strategic Planning*

- Strategic Planning & Performance Management: Served as a member of the senior management team overseeing annual strategic planning and organization-wide performance management activities for a non-profit of approximately 150 staff with an estimated \$25MM in annual revenue
- Human Capital: Assisted with senior management recruitment and developed change management systems for structural overhauls throughout the organization
- Executive Management: Served as the internal and external liaison for the CEO's office. Directed scheduling and advance activities for the CEO

**District of Columbia Public Schools (DCPS)**, Washington, DC, Nov 2007 – Sept 2011

*Chief of Staff, Office of Data & Accountability May 2010- Sept 2011*

- Managed 10 full time staff and 24 contractors responsible for performance management, cross-functional project management, and deploying special education data systems & analysis across the district
- Oversaw all budget, contract, grant and human resources activities for the department
- Established a data network of 80 employees in order to increase DCPS central office capacity in the areas of data analysis, program evaluation, data collection and presenting data

*Senior Analyst, Office of Data and Accountability Oct 2008 – May 2010*

- Oversaw a \$7 million data portfolio for special education data projects
- Developed and maintained 3 special education data systems that supported the work of approximately 3,000 DCPS employees
- Lead strategic planning processes to ensure priority District data initiatives were incorporated into departmental operations

*Project Coordinator, Special Education Reform Team, Feb 2008 - Oct 2008*

- Led transition from a paper-based case management system to an online database to support the district in complying with a federal consent decree
- Business analysis including: requirements gathering, drafting test plans, conducting usability testing and user training

**Lindamood-Bell Learning Processes**, San Diego, CA and Washington, DC, Feb 2006 - Feb 2008

*Clinician/Administrative Assistant*

- Implemented instructional programs to assist students in building symbol imagery, phonemic awareness, and concept imagery
- Administered and scored diagnostic evaluations to gauge potential clients' learning abilities

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## TECHNICAL SKILLS

Proficient in the following programs: SAS, Omnigraffle, Microsoft Office: Word, Excel, PowerPoint, and Project

## **EDUCATION**

**University of San Diego**, San Diego, CA

B.A. *cum laude* in Biological Sciences, 2008

Biology Major, Chemistry Minor, Peace and Justice Minor--Focus in Conflict Resolution

**University of California Los Angeles** Extension Program, Los Angeles, CA

Single Subject Teaching Credential, 2010

## **TEACHING EXPERIENCE**

**Principal**, Oak Park Preparatory Academy, Sacramento, CA

**6/2013 – Present**

Manage school-wide operations and academics to ensure excellent instruction in every classroom.

**Teacher**, Community Charter Middle School, Sylmar, CA

**6/2009 – Present**

Part of a collaborative, strategic and effective staff that transformed a failing fifth year program improvement school into one of the top ten middle schools in Los Angeles within two years.

- **Learning Lab Teacher Leader:** Model teaching practices, and lead professional development for newly hired educators entering their first year at PUC Schools.
- **Curriculum Designer:** Develop and implement a cognitively engaging and rigorous inquiry-based 8<sup>th</sup> grade physical science curriculum. Curriculum is shared throughout charter school system raising levels of achievement for over 500 students.
- **Discipline Coordinator:** Design grade level discipline system, including comprehensive check system and Saturday detention program to promote college readiness both academically and behaviorally.
- **8<sup>th</sup> Grade Team Chair:** Set weekly agenda, lead team meetings and oversee all grade level logistics including field trips, and grade-level activities.
- **Algebra Tutor:** Co-plan data driven intervention curriculum for algebra remediation and skill building.
- **Girls Soccer Coach:** Teach beginning soccer skills, teamwork and sportsmanship to underprivileged girls. Valley Champions 2010, 2011, 2012. League Champions 2011

**Learning Team Leader**, Teach for America, Los Angeles, CA

**Spring 2013**

Facilitate professional development for first and second year science corps members to promote cognitively engaging and rigorous lesson planning, and highly effective teacher performance.

**Corp Member**, Teach for America, Los Angeles, CA

**2009- 2011**

Served as part of a highly selective national service corps committed to teach in under-resourced public schools. Completed an intensive educational training program, and worked with students from low socioeconomic backgrounds to provide equal educational opportunities.

**Health Teacher**, St. Helens & St. Lawrence Primary School, Uganda

**2/2009 – 5/2009**

Developed and implemented a ten-week interactive health curriculum for secondary students, focused on malaria, tuberculosis and AIDS prevention.

**Teacher**, Grant Middle School, San Diego, CA

**2/2008 – 6/2008**

Developed inquiry based lesson plans for a 6<sup>th</sup> and 7<sup>th</sup> grade science elective. Taught physics concepts to groups of seven students twice a week, and organized a science fair.

**Teacher Assistant**, University of San Diego, CA

**1/2007 – 5/2007**

Set up laboratory classes, assisted students with microscopes and organism identification, graded quizzes, and entered grades for Biology 221, An Introduction to Organisms.

## **PROFESSIONAL EXPERIENCE**

**Project Manager**, Holy Innocents Children's Hospital Inc., Uganda

**9/2008 – 5/2009**

Volunteered as a project manager assisting with the initial logistical set-up of the first children's hospital in southern Uganda. Also served as liaison between the San Diego and Uganda Board of Directors.

## **ACADEMIC AND PROFESSIONAL ACHIEVEMENTS**

**Community Charter Middle School**, Los Angeles, CA

CST Proficiency Growth: 21% - 51%, 2010; 51% - 92%, 2011; 92% - 95%, 2012; 95% - 98%, 2013

California Distinguished School Award 2012

**Partnerships To Uplift Communities**, Los Angeles, CA

Community Of Practice Presenter 2011, 2012, 2013

**Teach For America**, Los Angeles, CA

Sue Lehmann Excellence in Teaching Semifinalist 2010

**University of San Diego**, San Diego, CA

Presidential Scholarship, Dean's List, Mortar Board Senior Honor Society

## **PROFESSIONAL TRAINING**

**Common Core Science and History**, LAUSD, Los Angeles, CA

Spring 2012

**Elevating and Celebrating Effective Teaching Conference**, Gates Foundation, Scottsdale, AZ

Spring 2012

**The College Ready Promise Teacher Development System**, Conditionally Certified Observer

Summer 2013

## **LEADERSHIP EXPERIENCE**

**The College Ready Promise, Advisory Panel**

9/2011 – Present

Collaborate on a team that established criteria for highly effective teaching and developed a multi-measured evaluation system. Material is currently being presented to co-workers for integration of peer input.

**President, Mortar Board Senior Honor Society**

5/2007 - 5/2008

Oversaw 30 seniors in bimonthly meetings. Set the agenda, led each meeting, planned and spoke at events and coordinated yearly fundraisers.

**Vice President, Alcala Club**

5/2005 – 5/2008

Chaired an eight-member selection committee. Led interviews, and chaired the selection process of creating and reading all applications and selecting new members.

## **VOLUNTEER EXPERIENCE**

**Students First**, Los Angeles and Sacramento, CA

2/2013 – present

Advocate for educational equality, through phone banks, writing letters and meeting with legislators.

**Medical Student Health Fair Director**, Los Angeles, CA

12/2010

Co-directed a medical student health fair providing hypertension, hyperlipidemia, blood sugar, and mental health screenings, vaccinations and health care referrals for 150 participants.

**HIV Outreach Participant**, Ibanda Hospital, Uganda

9/2008 - 5/2009

Assisted with HIV clinic & immunization outreaches.

**Volunteer, Ibanda Babies Home**, Uganda

9/2008 - 5/2009

Assisted in daily education activities for orphans.

**Volunteer, Nakivale Refugee Camp**, Uganda

10/2008 - 11/2008

Worked with Red Cross in effort to sanitize latrines following cholera outbreak.

**Medical Volunteer in Pediatric Ward, Yariqui Hospital**, Ecuador

7/2007 - 8/2007

Provided vaccinations for pediatric patients.

**Educational Assistant, Buenos Suenos**, Ecuador

7/2007 - 8/2007

Led education activities for pediatric oncology patients.

**Tutor, Sudanese Community Center**, San Diego, CA

8/2006 - 12/2007

Tutored Sudanese refugees, ranging from elementary to high school students.

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**No Child Left Behind Act of 2001**  
**SINGLE SCHOOL DISTRICT PLAN**

**To meet the requirements of the**  
**Local Educational Agency Plan and Single Plan for Student Achievement**

mail original\* and two copies to: **California Department of Education**  
**School and District Accountability Division**  
**1430 N Street, Suite 6208**  
**Sacramento, California 95814-5901**

(\*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

**SSD Plan Information:**

Name of Local Educational Agency (LEA): Oak Park Preparatory Academy

County/District Code: 34-67439-0125591

Dates of Plan Duration (should be five-year plan): 2012-13 to 2017-2018

Date of Local Governing Board Approval: November 20, 2014 (annual review)

District Superintendent: Enoch Woodhouse (Chief Executive Officer)

Address: 2315 34<sup>th</sup> Street

City: Sacramento

Zip code: 95817

Phone: (916) 649-7900

Fax: (916) 277-7100

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Enoch Woodhouse

Printed or typed name of Superintendent

Date

Signature of Superintendent

Michelle Rhee

Printed or typed name of Board President

Date

Signature of Board President

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## Part I: Background and Overview

### Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles (Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>):

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring.

Below is a brief description of the ways in which these various processes currently are used in California.

### ***The Consolidated Application (ConApp)***

The ConApp is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

### ***The Local Educational Agency Plan (LEA) Plan***

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

### ***The Single Plan for Student Achievement (SPSA)***

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***Role of School Site Council***

The California *Education Code (EC)*<sup>1</sup> requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention<sup>2</sup> and School and Library Improvement Block Grant programs<sup>3</sup> operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

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<sup>1</sup> *EC* Section 64001(a), (d)

<sup>2</sup> *EC* Section 41507

<sup>3</sup> *EC* Section 41572

**Categorical Program Monitoring (CPM)**

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

**Development Process for the Single School District (SSD) Plan**

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

**Steps:**

1. Measure the Effectiveness of Current Improvement Strategies
2. Seek Input from Staff, Advisory Committees, and Community Members
3. Develop or Revise Performance Goals
4. Revise Improvement Strategies and Expenditures
5. Local Governing Board Approval
6. Monitor Implementation

**FEDERAL AND STATE PROGRAMS CHECKLIST**

**Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

Federal Programs		State Programs	
✓	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act</i> (IDEA), Special Education		English Language Acquisition Program
	21 <sup>st</sup> Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

# **DISTRICT BUDGET FOR FEDERAL PROGRAMS**

Programs	Prior Year District Carryovers	Current Year District Entitlements
Title I, Part A		\$43,638
Title I, Part B, Even Start		
Title I, Part C, Migrant Education		
Title I, Part D, Neglected/Delinquent		
Title II Part A, Subpart 2, Improving Teacher Quality		\$ 617
Title II, Part D, Enhancing Education Through Technology		
Title III, Limited English Proficient		
Title III, Immigrants		
Title IV, Part A, Safe and Drug-free Schools and Communities		
Title V, Part A, Innovative Programs – Parental Choice		
Adult Education		
Career Technical Education		
McKinney-Vento Homeless Education		
IDEA, Special Education		
21 <sup>st</sup> Century Community Learning Centers		
Other (describe)		
<b>TOTAL</b>		<b>\$ 44,255</b>

### DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements
EIA – State Compensatory Education		
EIA – Limited English Proficient		
School and Library Improvement Block Grant		
After School Education and Safety Program		
Child Development Programs		
Educational Equity		
Gifted and Talented Education		
Tobacco Use Prevention Education – (Prop. 99)		
High Priority Schools Grant Program (HPSG)		
School Safety and Violence Prevention Act (AB 1113)		
Healthy Start		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		
English Language Acquisition Program		
Community Based English Tutoring		
Other (describe)		
<b>TOTAL</b>		<b>\$0.00</b>



## Part II: The Plan

### St. HOPE Public Schools

St. HOPE began as an afterschool program (named St. HOPE Academy) in a portable classroom at Sacramento High School in 1989. In 2003, St. HOPE Academy expanded its educational focus and impact, opening St. HOPE Public Schools. St. HOPE Public Schools (SHPS) is a college preparatory, pre-K-12 independent charter school system that provides high-quality education to over 1,600 students. SHPS schools include Triumph Center for Early Childhood Education, Public School 7 - PS7 (K-8 elementary), Oak Park Prep Academy (7 – 8 middle school) and Sacramento Charter High School (9-12 grade).

Since opening, SHPS schools have significantly raised student achievement and college going-rates. PS7 is recognized as one of the top performing elementary – middle schools in the state, having eliminated the achievement gap (63% of students are at or above grade level in English language arts and 72% in math). PS7 was named charter school of the year in 2012 by the CA Charter Schools Association, was a National Blue Ribbon School nominee in 2011 and recognized by the CA Department of Education as a Distinguished School in 2010. Sac High has also shown significant gains, most notably with 95% of graduates meeting “A-G” university entrance requirements and 90% being accepted to a four-year college in 2014.

Focused on empowering students to obtain a four-year college degree and serve as leaders in their communities, SHPS students have longer school days, face demanding academic standards, begin exploring post-secondary options in kindergarten and perform 40 hours of service yearly when they reach high school.

### Vision

To create one of the finest urban Pre-K through 12 public school systems in America.

### Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

### Five Pillars

Underlying the vision and mission are the principles guiding the day-to-day instruction at Sac High, referred to as the 5 Pillars:

#### 1. High Expectations

St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

#### 2. Choice and Commitment

Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

#### 3. More Time

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for

competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

#### 4. Focus on Results

St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

#### 5. Power to Lead

St. HOPE Public Schools and OPPA train all students to become leaders and model leadership qualities through all staff members. Principals are given independent control of staffing and budget decisions. In addition to Principals, staff members who demonstrate necessary leadership potential are given responsibility extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis inside and outside of the classroom.

A Board of Directors provides oversight to the schools. The system is led by a superintendent and a small staff team that provides centralized support to the schools including financial services and budget, human resources, data and evaluation and fundraising.

### School Profile

Oak Park Preparatory Academy (OPPA) is as an independent charter school authorized by Sacramento City Unified School District (SCUSD). The school is up for charter renewal in 2014-15. Opened in August 2012, OPPA is a modified, year-round college prep middle school in its third year of operations that serves students in 7 – 8 grades. OPPA is located on the campus of Sacramento Charter High School at 2315 34<sup>th</sup> Street and primarily serves students from the immediate geographic area surrounding the school, the neighborhood of Oak Park.

OPPA opened with 60+ 7<sup>th</sup> graders and now serves approximately 130 students in grades 7 and 8. Over 80% of students are eligible for free or reduced-price meals as part of the National School Lunch Program. The OPPA student population is inclusive of students with a wide range of talents and abilities. OPPA also provides Special Education services, and offers an English Language Development Program to students whose native language is one other than English. The chart that follow provide four years of demographic data.

Race/Ethnicity	2012-13	2013-14
African American	48%	51%
American Indian	0%	2%
Asian	3%	3%
Filipino	2%	0%
Latino	34%	34%
Pacific Islander	2%	3%
White	2%	3%
2 or More Races	9%	9%

Other Demographics	2012-13	2013-14
SED (FRPL)	94%	81%
Special Education	11%	11%
English Learners	13%	12%
Foster Youth	NA	<1%

OPPA is founded upon the belief that all students, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within the community. The school maintains an unwavering belief in the power and potential of our students. OPPA educates students to excel in a rigorous high school, succeed at a four-year university and lead in their chosen profession. The following characteristic describe the OPPA stakeholders. We are ...

- **Hard workers.** Oak Park Prep students and staff spend over nine hours at school every day to ensure that students experience continuous academic growth and success. During

those nine hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Every day Oak Park Prep students receive two-hundred and ten minutes of literacy instruction because we believe that literacy is the most important skill which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

- **Disciplined leaders.** The Oak Park Prep community believes that a “no excuses” culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.
- **Accountable stakeholders.** Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.
- **Achievement-oriented professionals.** Student achievement is Oak Park Prep’s bottom line. We believe that numbers don’t lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.
- **Continuously improving scholars.** The phrase “good enough” do not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

All stakeholders also agree to act according to the following PREP values:

- **Preparedness.** We come to school with lesson plans and homework completed. . We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.
- **Respect.** All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.
- **Engagement.** When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.
- **Professionalism.** We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

### Needs Assessment

In the spring of 2014, St. HOPE Public Schools conducted a system-wide needs assessment that included a comprehensive data and instructional program review by school site. State and local data was collected and analyzed for each of the nine priority areas identified by the state of California, with an emphasis on academic achievement measures. A variety of data sources were accessed including: AYP, API and CELDT reports and staff, faculty, student and parent surveys. The information was reviewed by each of the school's School Site Councils, administrative and staff teams and student focus groups. Four themes emerged as areas for growth: (1) college readiness; (2) student engagement; (3) school safety, facilities and culture; and (4) parent engagement. These themes led to the system-wide goals highlighted in the next section.

A summary of the needs assessment results for OPPA is provided below.

**Enrollment.** OPPA has grown from about 60 students to 130 over the last three years. A summary of enrollment by grade level since opening is provided below.

Enrollment			
Grade	2012-13	2013-14	BOY 2014-15
7	64	59	64
8	-	62	73
Total	64	121	137

The school documented a 73% retention rate from census day in 2012-13 to the first day of school 2013-14.

**Academic Performance.** Due to the change in state assessment systems from CST's in ELA and math to Smarter Balance, OPPA currently has only one year of state test data to assess performance. The school, however, conducts ongoing assessment and data analysis as a key instructional strategies and implements regular standards-based benchmark tests to monitor student progress and mastery. CELDT scores provide additional data for English language learners.

2013 CST Scores		
% Proficient/Advanced	OPPA Goal	OPPA Actual
<b>ELA</b>	75%	73%
Black/African American		69%
Hispanic/Latino		82%
Socio-econ. Disadv.		71%
English Lang Learners		43%
<b>Math</b>	75%	78%
Black/African American		80%
Hispanic/Latino		81%
Socio-econ. Disadv.		77%
English Lang Learners		71%

Approximately 12-13% of OPPA students are English learners. Below are the CEDLT results, which measure progress towards English fluency.

<b>CEDLT</b>	<b>2012-13</b>	<b>2013-14</b>
Advanced	1 (13%)	6 (50%)
Early Advanced	4 (50%)	4 (33%)
Intermediate	3 (38%)	1 (8%)
Early Intermediate	0	1 (8%)
Beginning	0	0
<i>Fluent English Prof</i>	3 (5%)	0
<i>Redesignated FEP</i>	0	0

The chart below shows the school's growth Academic Performance Index (API) for 2012-13. The state has suspended API scores for elementary and middle schools until data from the new assessment system is available.

<b>2013 API</b>	
Subgroup	Growth API
Schoolwide	887
Black/African American	869
Hispanic/Latino	920
Socio-econ. Disadv.	879

**Teacher Qualifications.** Teachers are the most impactful in-school determinant of student achievement. OPPA strives to recruit, hire, continually grow and retain highly qualified and effective teachers and has a current teaching corps of 10. The chart below shows the percentage of teachers who meet No Child Left Behind Highly Qualified Teacher status.

<b>Teachers</b>	<b>2012-13</b>	<b>2013-14</b>
Credentialed	75%	100%
NCLB HQ	75%	100%
NCLB Compliant	50% (2/4)	100%

All teachers at OPPA receive extensive professional development to ensure that they are high-performing and continuously improving. During the summer, teachers participate in three weeks of professional development to create curriculum, write lessons, learn Oak Park Prep's culture, and learn the common instructional practices used by highly-effective teachers. Throughout the school year, the principal of Oak Park Prep observes and provides feedback to teachers daily. Teachers also have 3 hours of professional development time each Wednesday to collaborate with their colleagues, analyze student achievement data, and develop their professional practice with the school leader.

**School Climate.** School culture, safety, and facilities are key components of creating an educational environment that facilitates student success. To ensure a safe campus and learning environment, OPPA has instituted the following practices and policies on campus:

- A uniform and dress code
- A closed campus
- Positive School Culture that includes:
  - Emphasis on character education , core values (PREP), and positive team-oriented environment (snaps)
  - Emphasis on teaching students to do things the right way (positive coaching) the first time instead of reactive punishments
  - All teachers use same behavioral management techniques, classroom procedures, and systems which provides a consistent environment for students
  - All teachers use merit/demerit system in a consistent manner

- All students held accountable to same high behavioral expectations on a daily basis (Demerit Detentions, Professional Work Club)

OPPA uses discipline data to inform decisions related to student behavior and culture, including suspension and expulsion data.

Suspension and Expulsion Rates		
	2012-13	2013-14
Suspensions	43	44
Expulsions	0	0
Suspension Rate	24.6	23.4

**Comment [NM1]:** Not official yet; used total # of students suspended (unduplicated)/cum enrollment = 32/137

OPPA also surveys students, staff and parents to gather information on school climate. In 2012-13, 45% of students said they felt safe at school and 26% gave the school high ratings for cleanliness. In 2013-14, student ratings increased with 35% of students indicating they feel safe and 25% saying the school is clean. One hundred percent of staff said they felt safe in 2012-13 and 2013-14 and 71% said they felt students were safe (2013-14).

### Student Engagement

OPPA considered many factors when assessing student engagement levels, with attendance and student retention two key data points. OPPA maintained an ADA over 90% during the 2013-14 school year. Student retention from 2012-13 to the 2013-14 school year was 73%. The most recent student survey results show an overall satisfaction rating of 34% and only 59% felt enough service and field lesson opportunities were offered.

### Parent Involvement

Parent communication, empowerment and involvement are the foundation for successful students. OPPA employs a number of strategies to invest parents in student and overall school success as well as monitor satisfaction throughout the school year. In addition to more traditional involvement and communications strategies, including a School Site Council, student-parent handbook, back-to-school activities and parent-teacher conferences, OPPA has implemented a number of additional avenues for parents to engage in their child's education including: a Commitment to Excellence contract, a parent liaison, and an online system for monitoring students' attendance, homework and grades.

OPPA surveys parents semi-annually during the academic year. The survey asks parents to rate their satisfaction in areas such as school culture, academic expectations and the educational program, communications, and teacher-parent relations. OPPA also seeks out parents for one-on-one and small group meetings to find solutions to issues. Survey response rates range from 7 – 30% over the last few years.

### Growth Areas

Based on the needs assessment, a number of growth areas have been identified. These growth areas informed the updating of school goals and implementation strategies.

#### Instructional Program

- A plan and resources for transitioning to the Common Core State Standards that incorporates addresses assessments, curriculum, instructional materials and professional development;
- Individual and group professional development and coaching opportunities that are differentiated based on teacher, administrator and staff needs including differentiated instructional strategies and effective, data-based instructional delivery;

- Maintain and expand extended learning opportunities (after school, intersession and summer) targeting lowest performing students;

#### *Student Engagement*

- Increased student retention from year to year;
- Expanded extracurricular and enrichment activities;
- More service projects

#### *School Climate*

- Strengthen Culture Week and strengthen homeroom and advisory curriculum to include character development;
- Review student behavior data regularly;
- Increased socio-emotional, health and wellness support services and resources for students such as counselors and community partnerships;
- Consistent teaching and reinforcement of school culture (continue activities that focus on positive behavior, academic performance and attendance);
- Ongoing training for staff in assertive discipline, classroom management and gang awareness;
- Enhance support programs and resources including refining the high school mentoring program and developing partnerships with community organizations for counseling and support services; and
- Better adhere to attendance policy and fully utilize SART/SARB.

#### *Parent Involvement*

- Improved communication between staff and families;
- Increased opportunities for parents to participate in site activities and training on how to place an active role in their child's education; and
- Implement home visit program.

<b>System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university</b>	
<b>Performance Goal 1A:</b> Demonstrate an increase of students, including all subgroups, who score advanced (or CAASPP equivalent) or move up one performance level from previous year in ELA.	
<b>Student groups and grade levels to participate in this goal:</b> All	<b>Anticipated annual performance growth for each group:</b> <i>Note: Due to the shift from CST to Smart Balance for ELA and math, OPPA will gather baseline data in 2014-15, which will allow new targets to be set.</i>
<b>Means of evaluating progress toward this goal:</b> Interim assessments (amplified benchmarks) Fountas and Pinnell Benchmark Assessment Accelerated Reader	<b>Data to be collected to measure academic gains:</b> Entry diagnostics Interim assessments (Amplify) CST Results ( <i>Smart Balance assessment beginning 2014-15</i> )



## Planned Improvement in Student Performance in English Language Arts/Reading

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1.1 Alignment of instruction with content standards (CCSS).</b> Oak Park Prep uses a dual approach to develop our college-preparatory curriculum: <ul style="list-style-type: none"> <li>• Research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the California Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed California Standards, have strong internal assessments, and come with rigorous professional development); and</li> <li>• When research-proven curricula do not fully or adequately align to California Standards or fully prepare students for the demands of rigorous college-preparatory high schools, OPPIA supplements these curricula with internally developed curricula.</li> <li>• Data reflection and intervention</li> <li>• Collaborate with Sac High teachers to improve vertical alignment and with PS7middle on horizontal alignment.</li> </ul>	Teachers Principal	Pro Development Materials  Curriculum Development		General Fund
<b>1.2 Use of standards-aligned instructional materials and strategies.</b> Oak Park Prep uses a variety of California Standards and Common Core Standards aligned Curriculum resources. Specifically, we draw from: <ul style="list-style-type: none"> <li>• Various textbooks and curriculum series which is strongly aligned to California state standards in core content subject areas (ELA, Science, Math, Social Studies).</li> <li>• Common core aligned instructional materials</li> <li>• Two ELA classes with 30 minutes of small group reading instruction</li> <li>• Fountas and Pinnell Benchmark Assessment system and its accompanying Guided Reading Program.</li> </ul>	Teachers Principal	Materials		General Fund
<b>1.3 Extended learning time programs to support students outside of regular learning time</b> <ul style="list-style-type: none"> <li>• After school study hall (voluntary)</li> <li>• Professional work club</li> <li>• Small group tutoring/support</li> </ul>	Teachers Principal	Staffing Materials	\$ 30,379.32	Title I

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.4 <b>Increased access to technology.</b> The school has 25+ laptops to be used by students for a variety of reasons (assessments, research, etc.):</p> <ul style="list-style-type: none"> <li>• Students utilize the laptops to complete Accelerated Reader Quizzes which tracks both the number of words our students read independently as well as their comprehension level on those books so we can better assign books which match their ability and interest levels.</li> <li>• Students are also able to take Reading Comprehension quizzes using AR so we can track their levels as the school year progresses.</li> <li>• Laptops carts in each classroom; Kindle Readers</li> <li>• Finally, we will utilize the computers to teach our students keyboarding skills and use them to do web-based research projects in English Language Arts, Science, and Social Studies.</li> </ul>	Teachers Principal	Laptops and software (for student use)		(no new expenditures expected for 2013-14 from Title I)
<p>1.5 <b>Staff development and professional collaboration aligned with standards-based instructional materials</b>, including 4-5 weeks of PD prior to school and weekly PD and data reviews. PD topics include:</p> <ul style="list-style-type: none"> <li>• Training on administering/scoring diagnostics</li> <li>• Best practices of behavior management, lesson execution, and standards-based lesson and unit planning. This includes staff analyzing California State Standards and state assessments to build long-term plans, unit plans, and lesson plans based upon objectives derived from California State Standards.</li> <li>• Training to administer the Fountas and Pinnell Benchmark Assessment which we use to assess our students reading comprehension levels.</li> <li>• Training for special education and ELA teachers on Fountas and Pinnell's Guided Reading Program</li> <li>• Trains teachers to identify low performing students and provided targeted supports/early interventions</li> <li>• Addressing the needs of students with differentiated learning styles, particularly students with disability, special learning needs (including gifted and talented) and LEP students</li> <li>• Integration of technology into curricula and instruction</li> <li>• Data driven decision-making in the classroom using benchmark assessments and tracking student academic achievement in the classroom and on state mandated assessments</li> <li>• Improve student behavior</li> <li>• Involve parents in their child's education</li> </ul>	Teachers Principal	Staffing Materials Software (data)	\$ 750	Title I General Fund

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1.6 Involvement of staff, parents, and community</b> (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Strategies include: <ul style="list-style-type: none"> <li>Weekly behavior and grade reports which parents sign and send back to school.</li> <li>Parent training on what these different reports and assessments mean during our orientation sessions.</li> <li>Staff emails and school cell phones are provided and parents are encouraged to communicate with staff.</li> <li>Community/parent coordinator that facilitates parent engagement (St. HOPE Public Schools)</li> <li>Creating home visit program for new students.</li> <li>Expanding use of parent portal for updates.</li> <li>Exploring parent volunteer hour requirements.</li> <li>Adding additional parent education, involvement and volunteer opportunities to the school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings)</li> </ul>	Principal Teachers Staff (OPPA and SHPS) Comm/parent liaison	Materials Software Postage Staff Other	\$ 9,127.93	Title I
<b>1.7 Auxiliary services for students and parents</b> (including transition from preschool, elementary, or middle school): <ul style="list-style-type: none"> <li>Oak Park Prep has several orientations before school starts for parents, as well as numerous information sessions from January through June which provided information about Oak Park Prep's academic program to help families transition from elementary school into our program.</li> </ul>	Principal Teachers Staff (OPPA and SHPS)	Staffing Materials		General Fund
<b>1.8 Monitoring program effectiveness</b> <ul style="list-style-type: none"> <li>The principal, teachers and SHPS staff (Chief Operating Officer and Dir, Student Services) will jointly be responsible for monitoring and reporting student academic performance.</li> <li>Program effectiveness will be measured through the use of multiple state standards and college readiness aligned assessments as well as parent, teacher, parent, and student surveys.</li> <li>Students at Oak Park Prep take a series of Benchmark assessments which are aligned the common core standards and which culminate in the End-of-Year exam which tests all standards taught throughout the school year.</li> <li>Our students will also annually take the state mandated tests as well as the ACT Explore test which tracks college readiness in Reading, Math, Science, and Writing. Oak Park Prep also tracks our parent, teacher, and student satisfaction through annual surveys.</li> </ul>	SHPS staff Principal	Staffing Indirect costs	\$ 2,388.75	Title I

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1.9 Targeting services and programs to lowest-performing student groups:</b> <ul style="list-style-type: none"> <li>• Reading intervention program</li> <li>• Math intervention program</li> <li>• Intervention specialist (special education) <ul style="list-style-type: none"> <li>○ Oak Park Prep's Education Specialist co-teaches ELA and Math in the general education setting and works with both our Special Education students and other students who are performing significantly below grade level.</li> <li>○ During ELA, our Education Specialist provides small group reading intervention and provides remedial instruction to catch students up to grade level – this is a supplement to the grade level standards instruction all of our students receive.</li> <li>○ In math, our Education Specialist works with our lowest performing students by helping certain students fill-out notes and works in small groups with students who need additional help on that particular days objective</li> </ul> </li> <li>• After school study hall and professional work support' <ul style="list-style-type: none"> <li>○ Our math and ELA teachers also provide 30 minute of tutoring time at the end of the day to assist students with their homework and an hour of tutoring on Wednesdays during a study hall period.</li> </ul> </li> <li>• Intersession (as needed)</li> </ul>	Teachers Principal	Staffing Materials		General Fund
<b>1.10 Any additional services tied to student academic needs</b> (in addition to extended academic school day): <ul style="list-style-type: none"> <li>• 120 minutes of literacy instruction</li> <li>• 120 minutes of math instruction</li> <li>• 4 hours of small group tutoring per week (available to students as necessary)</li> <li>• Push-in support from Special Education teacher (Inclusion model). This is described in the #9 prompt above.</li> <li>• Uniform and transportation assistance to homeless students (as outlined in the SHPS Homeless Education Policy).</li> </ul>	Teachers Principal Staff	Homeless student assistance	\$ 500	Title I

**Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.***

<b>System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university</b>	
<b>Performance Goal 1B:</b> Demonstrate an increase of students, including all subgroups, who score advanced (or CAASPP equivalent) or move up one performance level from previous year in Math.	
<b>Student groups and grade levels to participate in this goal:</b> All	<b>Anticipated annual performance growth for each group:</b> <i>Note: Due to the shift from CST to Smart Balance for ELA and math, OPPA will gather baseline data in 2014-15, which will allow new targets to be set.</i>
<b>Means of evaluating progress toward this goal:</b> Interim assessments CAASP Amplify	<b>Data to be collected to measure academic gains:</b> Entry diagnostics Interim assessments <i>Smart Balance assessment beginning 2014-15</i>

## Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>2.1 Alignment of instruction with content standards (CCSS).</b> Oak Park Prep uses a dual approach to develop our college-preparatory curriculum: <ul style="list-style-type: none"> <li>• Research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the California Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed California Standards, have strong internal assessments, and come with rigorous professional development); and</li> <li>• When research-proven curricula do not fully or adequately align to California Standards or fully prepare students for the demands of rigorous college-preparatory high schools, OPPIA supplements these curricula with internally developed curricula.</li> <li>• Data reflection and intervention</li> <li>• Collaborate with Sac High teachers to improve vertical alignment and with PS7 middle teachers to align horizontally</li> </ul>	Teachers Principal	Pro Development Materials  Curriculum Development		General Fund
<b>2.2 Use of standards-aligned, state approved instructional materials and strategies.</b> Oak Park Prep uses a variety of California Standards and Common Core Standards aligned Curriculum resources. Specifically, we draw from: <ul style="list-style-type: none"> <li>• Various textbook and curriculum series which is strongly aligned to California state standards in core content subject areas (ELA, Science, Math, Social Studies).</li> <li>• Common core aligned instructional materials</li> <li>• Daily objectives for the year derived from state standards and edited by OPPIA's principal and then aligned to approved texts and curriculum materials.</li> <li>• College Prep Math (CPM)</li> </ul>	Teachers Principal	Materials		General Fund
<b>2.3 Extended learning time programs to support students outside of regular learning time</b> <ul style="list-style-type: none"> <li>• After school study hall (voluntary)</li> <li>• Professional work club</li> <li>• Small group tutoring/support (2 hours per week)</li> <li>• Two math classes per day (allows math instructor to re-teach 4, 5 and 6 grade standards)</li> <li>• Math intervention everyday on computerized self-paced program (lowest performing students receive basic computational skills instruction)</li> </ul>	Teachers Principal	Staffing Materials	See Goal 1A	Title I

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>2.4 Increased access to technology.</b> The school has 25+ laptops and a computer cart to be used by students for a variety of reasons (assessments, research, etc.): <ul style="list-style-type: none"> <li>• Access to websites to play math skills games during tutoring</li> <li>• LCD projector and document camera are used by math instructor daily in instruction.</li> <li>• Laptop carts in each classroom.</li> </ul>	Teachers Principal	Laptops and software (for student use)		(no new expenditures expected for 2013-14 from Title I)
<b>2.5 Staff development and professional collaboration aligned with standards-based instructional materials,</b> including 4-5 weeks of PD prior to school and weekly PD and data reviews. PD topics include: <ul style="list-style-type: none"> <li>• Training on administering/scoring diagnostics</li> <li>• Best practices of behavior management, lesson execution, and standards-based lesson and unit planning. This includes staff analyzing California State Standards and state assessments to build long-term plans, unit plans, and lesson plans based upon objectives derived from California State Standards.</li> <li>• Best practices in teaching math content – such as what steps students should use, academic vocabulary and the best way to sequence lesson objectives.</li> <li>• Trains teachers to identify low performing students and provided targeted supports/early interventions</li> <li>• Addressing the needs of students with differentiated learning styles, particularly students with disability, special learning needs (including gifted and talented) and LEP students</li> <li>• Integration of technology into curricula and instruction</li> <li>• Data driven decision-making in the classroom using benchmark assessments and tracking student academic achievement in the classroom and on state mandated assessments</li> <li>• Improve student behavior</li> <li>• Involve parents in their child's education</li> </ul>	Teachers Principal	Staffing Materials Software (data)	See Goal 1A	Title I General Fund

<p><b>2.6 Involvement of staff, parents, and community</b> (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Strategies include:</p> <ul style="list-style-type: none"> <li>• Weekly behavior and grade reports which parents sign and send back to school.</li> <li>• Parent training on what these different reports and assessments mean during our orientation sessions.</li> <li>• Staff emails and school cell phones are provided and parents are encouraged to communicate with staff.</li> <li>• Community/parent coordinator that facilitates parent engagement (St. HOPE Public Schools)</li> <li>• Creating home visit program for new students.</li> <li>• Expanding use of parent portal for updates.</li> <li>• Exploring parent volunteer hour requirements.</li> <li>• Adding additional parent education, involvement and volunteer opportunities to the school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings)</li> </ul>	Principal Teachers Staff (OPPA and SHPS) Comm/parent liaison	Materials Software Postage Staff Other	See Goal 1A	Title I
<p><b>2.7 Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</b></p> <ul style="list-style-type: none"> <li>• Oak Park Prep has several orientations before school starts for parents, as well as numerous information sessions from January through June which provided information about Oak Park Prep's academic program to help families transition from elementary school into our program.</li> </ul>	Principal Teachers Staff (OPPA and SHPS)	Staffing Materials		General Fund
<p><b>2.8 Monitoring program effectiveness</b></p> <ul style="list-style-type: none"> <li>• The principal, teachers and SHPS staff (Chief Operating Officer and Dir, Student Services) will jointly be responsible for monitoring and reporting student academic performance.</li> <li>• Program effectiveness will be measured through the use of multiple state standards and college readiness aligned assessments as well as parent, teacher, parent, and student surveys.</li> <li>• Students at Oak Park Prep take a series of Benchmark assessments which are aligned to the common core standards and which culminate in the End-of-Year exam which tests all standards taught throughout the school year.</li> <li>• Our students will also annually take the CAASP tests as well as the ACT Explore test which tracks college readiness in Reading, Math, Science, and Writing. Oak Park Prep also tracks our parent, teacher, and student satisfaction through annual surveys.</li> </ul>	SHPS staff Principal	Staffing Indirect costs	See Goal 1A	Title I



Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>2.9 Targeting services and programs to lowest-performing student groups:</b> <ul style="list-style-type: none"> <li>• Reading intervention program</li> <li>• Math intervention program</li> <li>• Intervention specialist (special education) <ul style="list-style-type: none"> <li>◦ Oak Park Prep's Education Specialist co-teaches ELA and Math in the general education setting and works with both our Special Education students and other students who are performing significantly below grade level.</li> <li>◦ During ELA, our Education Specialist provides small group reading intervention and provides remedial instruction to catch students up to grade level – this is a supplement to the grade level standards instruction all of our students receive.</li> <li>◦ In math, our Education Specialist works with our lowest performing students by helping certain students fill-out notes and works in small groups with students who need additional help on that particular days objective</li> </ul> </li> <li>• After school study hall and professional work support' <ul style="list-style-type: none"> <li>◦ Our math and ELA teachers also provide 30 minute of tutoring time at the end of the day to assist students with their homework and an hour of tutoring on Wednesdays during a study hall period.</li> </ul> </li> <li>• Intersession (as necessary).</li> </ul>	Teachers Principal	Staffing Materials		General Fund
<b>2.10 Any additional services tied to student academic needs</b> (in addition to extended academic school day): <ul style="list-style-type: none"> <li>• 120 minutes of literacy instruction</li> <li>• 120 minutes of math instruction</li> <li>• 4 hours of small group tutoring per week (as needed per student)</li> <li>• Push-in support from Special Education teacher (Inclusion model). This is described in the #9 prompt above.</li> <li>• Uniform and transportation assistance to homeless students (as outlined in the SHPS Homeless Education Policy).</li> </ul>	Teachers Principal Staff	Homeless student assistance	See Goal 1A	Title I

**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

<b>System-Wide Goal 1:</b> Ensure all students graduate prepared to attend and succeed at a four-year college/university	
<b>Performance Goal 2:</b> All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	
<b>SCHOOL GOAL:</b> All ELL will score intermediate or above (Overall) on the annual CELDT; ELL will attain proficiency rates on the CST at the same rate as their peers to meet Annual Measureable Objectives (see Goals 1a and 1b).	
<b>Grade levels to participate in this goal:</b> All	<b>Anticipated annual performance growth:</b> See targets above.
<b>Means of evaluating progress toward this goal:</b> CELDT Interim assessments	<b>Data to be collected to measure academic gains:</b> CELDT scores <i>Smart Balance beginning in 2014-15</i> Interim assessment scores

## Planned Improvement in Student Performance for English Language Learners

Description of specific actions to Improve Student Achievement and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All ELL students will receive the same academic content as those students who are native English speakers (<b>See Goals 1a and 1b</b>). In addition, the OPPIA will:</p> <ul style="list-style-type: none"> <li>• Use the Sheltered English Immersion (SEI) protocol. All instruction at Oak Park Prep will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student.</li> <li>• Staff will participate in professional development opportunities in these areas as they become available through the Office of Bilingual Education.</li> <li>• Faculty will be provided with specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance.</li> <li>• Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time.</li> <li>• Home-school correspondences are translated using a document service company. During the planning year, we will secure ELL experts to help design and review our ELL services.</li> <li>• All Oak Park Prep students, including ELL students, will receive instruction using methods proven to be effective for developing English proficiency. Students will be taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially EL students will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in the content-specific context making it meaningful and relevant.</li> <li>• As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples form a journal or class assignment rather than a unit exam).</li> </ul> <p>Title III funding NA</p>	Principal Teacher	See goals 1a and 1b	See goals 1a and 1b	General Fund

**System-Wide Goal 1:** Ensure all students graduate prepared to attend and succeed at a four-year college/university

**Performance Goal 3:** By 2005-06, all students will be taught by highly qualified teachers.

### Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

#### [Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• Extensive Professional Development <ul style="list-style-type: none"> <li>○ The Teaching Taxonomy (Teach Like a Champion)</li> <li>○ Best Planning Practices (Long-Term and Lesson Planning)</li> <li>○ School Culture and Operations Manuals</li> </ul> </li> <li>• Extensive Planning and Preparation <ul style="list-style-type: none"> <li>○ Lesson plans submitted two weeks ahead of time to receive feedback</li> <li>○ All teachers use a consistent lesson planning structure, format, and teaching techniques aligned to best practices</li> <li>○ All lesson plans include teacher plan and student material</li> </ul> </li> <li>• Data Driven Instruction <ul style="list-style-type: none"> <li>○ Interim Assessments given every six weeks</li> <li>○ Professional development day follows every interim assessment day to evaluate data and action plan</li> </ul> </li> </ul>	<p>BTSA (Beginning teacher support and assessment)</p> <p>Ongoing training on working with English Language Learners</p>

<b>System-Wide Goal 1:</b> Ensure all students graduate prepared to attend and succeed at a four-year college/university	
<b>Performance Goal 3:</b> By 2005-06, all students will be taught by highly qualified teachers.	
<b>SCHOOL GOAL:</b> 100% of teachers will be Highly Qualified.	
<b>Student groups and grade levels to participate in this goal:</b> All	<b>Anticipated annual performance growth for each group:</b> NA
<b>Means of evaluating progress toward this goal:</b> Qualifications audit	<b>Data to be collected to measure academic gains:</b> Credential status Exam/coursework to demonstrate subject matter competency

#### Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</b>  The Oak Park Prep college-preparatory curriculum will be implemented with rigorous professional development aligned to California Standards. During summer professional development, academic faculty will perform a detailed item by item analysis of assessments, including released Smart Balance items, to identify the precise areas of content knowledge and skills our students should master in each course at each grade level.	Principal Teachers	Planned PD (staff time)	See Goals 1a and 1b (Item #5)	General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</b></p> <p>Professional development time will allow teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement.</p>	Curriculum (state-adopted)	Materials (books and other)	See Goals 1a and 1b (Items #5)	General Fund
<p><b>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</b></p> <p>Professional development time will allow teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement.</p>	Principal Teachers	Planned PD (staff time)	See Goals 1a and 1b (Item #5)	General Fund
<p><b>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</b></p> <p>Funding and other resources will be provided to allow teachers to attain or maintain their HQT status as well as attend other professional development opportunities as deemed necessary to continual improvement.</p>	Principal Teachers	Conferences (off-site) and best practices (school visits)	\$ 617	Title IIA
<p><b>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</b></p> <p>Research regarding resource allocation and professional development indicates that extensive professional development time is one of the most critical components put into place by high-performing and improving schools.<sup>4</sup> Oak Park Prep will provide teachers with extended time monthly and significant time weekly to address professional development needs.</p>	Principal Teachers	Planned PD (staff time) Conferences (off-site) and best practices (school visits)	See Goals 1a and 1b (Item #5) See Item #4 above	General Fund
<p><b>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</b></p> <p>Teachers will receive PD on utilizing technology in the classroom for data-driven instruction as well as utilizing computer/online assessments.</p>	Principal Teachers	Illuminate hardware (teacher and student computers)	See Goal 1a and 1b Item #5	General Fund

<sup>4</sup> Odden, Archibald, Fermanich, & Gallagher. (2002). A Cost Framework for Professional Development. *Journal of Education Finance*. Vol. 28, No. 1.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</b></p> <p>The school has purchased multiple laptops for teacher use as well as designated laptops for student use. Teachers will receive training on utilizing software to make data-driven decisions (Illuminate).</p>	Principal Teachers	Hardware (teacher and student computers)	See Goals 1a and 1b Items # 4 and 5	General Fund
<p><b>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</b></p> <p>The professional development plan was created as part of the school's charter petition with input from multiple stakeholders.</p>	Principal Teachers	Planned PD (staff time)	See Goal 1a and 1b Item #5	General Fund
<p><b>9. How the SSD will provide training to enable teachers to:</b></p> <ul style="list-style-type: none"> <li>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency</li> <li>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn</li> <li>c. Involve parents in their child's education and</li> <li>d. Understand and use data and assessments to improve classroom practice and student learning</li> </ul> <p>Teachers will conduct regular reflection on the student scores and behavior to facilitate assessment analysis and conduct action plans. Teachers then meet with the Principal during the weekly two hour professional development, and/or teacher preparatory time to closely analyze the data and create an action plan divided by class, homogenous groups and individual students based on the results. Professional development days are facilitated by the Principal to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.</p>	Principal Teachers Staff	Planned PD	See Goal 1a and 1b Item #5	General Fund
<p><b>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</b></p> <p>See above.</p>	Principal Teachers Staff	Planned PD	See Goal 1a and 1b Item #5	General Fund

**System-Wide Goal 2:** Ensure all students are educated in learning environments that are clean, healthy and safe.

**Performance Goal 4:** Increase the percentage of staff, students and parents who state on the annual survey that OPPE is clean, safe and has a positive school culture annually until it reaches at least 90%.

See the school's Handbook for further information on culture/behavior expectations.

#### Environments Conducive to Learning (Strengths and Needs)

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>Positive School Culture <ul style="list-style-type: none"> <li>Emphasis on character education , core values (PREP), and positive team-oriented environment (snaps)</li> <li>Emphasis on teaching students to do things the right way (positive coaching) the first time instead of reactive punishments</li> <li>All teachers use same behavioral management techniques, classroom procedures, and systems which provides a consistent environment for students</li> <li>All teachers use merit/demerit system in a consistent manner</li> <li>All students held accountable to same high behavioral expectations on a daily basis (Demerit Detentions, Professional Work Club)</li> </ul> </li> <li>Community Circle <ul style="list-style-type: none"> <li>Tribe norms</li> <li>Culture and current events</li> </ul> </li> <li>Extensive Professional Development</li> <li>School Culture and Operations Manuals</li> <li>Positive staff culture which emphasizes teamwork and consistency</li> <li>Oak Park Prep is a "We" school instead of an "I" school</li> <li>Parents/Guardians are contacted by staff regarding absences and tardiness</li> <li>Schoolwide discipline policy is communicated to students and parents, outlined in Handbook, etc. and fully implemented</li> </ul>	<p>Staff need ongoing training in assertive discipline and classroom management</p> <p>Parents need training opportunities and information in order to have an active role in their children's education</p> <p>Need more support staff to provide counseling to students</p> <p>Need to create more partnerships with community organizations for support services to students</p> <p>Bullying prevention</p> <p>Build parent involvement and presence on campus</p>



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**Environments Conducive to Learning (Activities)**

List of activities or programs supported (under NCLB or state-funded programs) that supports students physically, socially, emotionally intellectually and psychologically in environments that are conducive to learning. Include programs and strategies designed to address barriers to learning (including behavior and attendance).

Activities
After school programs PREP reports Summer/new student orientations New student assessments Small community with open communications

**Environments Conducive to Learning (4115(a)(1)(A))**

Based on data regarding violence, alcohol, tobacco and other drug use in the schools and communities to be served, list strengths and needs to preventing risk behaviors.

STRENGHTS	NEEDS
Drug-free/tobacco free program (site) Schoolwide discipline program PREP reports Small community with open communications	Curriculum to prevent risky behaviors Anti- bullying curriculum/programs Parent groups

## Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

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Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp> ).

For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:	Description of how the SSD is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• As a third year school, teachers and principal will analyze school in relation to state standards through ongoing interim assessments (standards based). See goals 1a, 1b, and 2.</li> <li>• Principal will develop professional development opportunities focused on proven (including best-practices) instructional strategies in all subject areas. See goals 1a, 1b and 3.</li> <li>• The school offers both mandatory (for identified students) and optional afterschool academic programs. See also goals 1a and 1b.</li> <li>• Differentiated instruction methods in all classes, as well as targeted intervention (intervention specialist) and afterschool programs for low-achieving students.</li> <li>• PD for all teachers and HR practices to attract high quality/highly qualified teachers. See goal 3.</li> <li>• The school will convene a School Site Council with parent members to build additional parent involvement. SHPS employs a community/parent coordinator/liaison. See goals 1a and 1b for multiple ways school keeps parents up to date.</li> <li>• The school has multiple systems incorporated to address students who are experiencing difficulty in mastering the state standards including longer school days and a longer school year, flexible ability grouping, interventions and remediation; all of which are based on data-driven decision making on site. See also goals 1a and 1b.</li> </ul>

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	St. HOPE Public Schools and OPPA have strong partnerships with community agencies to recruit highly qualified teachers, as well as Teach for America and other intern programs (i.e., Brandman, Fortune).
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	OPPA offers (or will offer) opportunities including: summer/new student orientations, Back to School nights, School Site Council, and a home visit program for new students.

## Additional Mandatory Title I Descriptions

(continued)

<b>Coordination of Educational Services</b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p>	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p> <del>a. Even Start</del>  <del>b. Head Start</del>  <del>c. Reading First</del>  <del>d. Early Reading First</del>  <del>e. Other preschool programs</del>            f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.         </p> <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>The school works with the SHPS special education department to address the needs of students with disabilities through IEPs; in particular, the school has an intervention specialist to work with students with disabilities. Limited English proficient students will be targeted on an individual basis as the school does not have a separate English Language Development (ELD) program. The principal and designated staff members will work to ensure that eliminate duplication across instructional programs through coordinated efforts and planning. SHPS's Director of Student Services uses targeted strategies to support foster and homeless youth, as well as to support students with 504 plans.</p>

## Form D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>5</sup> The current make-up of the SSC is as follows:

<u>Names of Members</u>	<u>Principal</u>	<u>Classroom Teacher</u>	<u>Other School Staff</u>	<u>Parent or Community Member</u>	<u>Secondary Student</u>
<u>Annie Cervenka</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Angelica Young</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Marcos Perez</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Annie Oliver</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Akia Holland</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Nicole Bibel</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<u>Numbers of members in each category</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>0</u>

<sup>5</sup> EC Section 52852

## **Part III**

### **Assurances and Attachments**

#### **ASSURANCES**

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

##### **GENERAL ASSURANCES**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

#### **TITLE I, PART A**

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory



school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.

20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

#### **TITLE I, PART D – SUBPART 2**

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student

with an individualized education program under Part B of the Individuals with Disabilities Education Act.

31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

#### **TITLE II, PART D**

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions

that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

- Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The SSD has a plan for keeping the school safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
  - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
  - will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

**Other**

58. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Enoch Woodhouse  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

### School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

\_\_\_ School Advisory Committee for State Compensatory Education Programs

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other **(list)**

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 5, 2014.

Attested:

Annie Cervenka \_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal      Date

Marcos Perez \_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson      Date



## APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

### **California's NCLB Performance Goals and Performance Indicators**

**Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.***

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i). )
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i). )
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.***

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34). )
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d). )

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

**Performance Goal 5: *All students will graduate from high school.***

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## APPENDIX B

### ***Links to Data Web sites***

Below is a listing of Web site links for accessing district-level data and information to be used by the SSD in developing this Plan:

- Academic Performance Index (API)  
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)  
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/statetests/star/index.html>
- Guide and Template for the Single Plan for Student Achievement  
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
- Guide and Template for the Local Educational Agency Plan  
<http://www.cde.ca.gov/nclb/sr/le/>

## APPENDIX C

### Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Web sites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

### School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

## APPENDIX D

### **Research-based Activities (4115 (a)(1)(C) ):**

The SSD must designate and list the research-based activities (strategies and activities developed by the SSD to supplement the science-based programs listed above) selected from below:

<b><i>Research-based Activities</i></b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

## APPENDIX E

### Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
EarlsCourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A



Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B



To serve as the school communities representative body for determining the focus of the school's academic instructional program and all related categorical expenses (i.e., Title I).

### **School Site Council Roles and Responsibilities**

Single Plan for Student Achievement (site plan):

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement from school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change is made in planned activities or related expenditures.
- Annually, and at each term, evaluate the progress made toward school goals to raise the academic achievement of all students.

Parent Involvement:

- Develop and approve the Parent Involvement Policy.
- Recommend the Parent Involvement Policy to the BOD for final approval
- Create and appoint advisory committees as necessary in conjunction with school staff and district administration. These committees may include, but are not limited to the English Language Learner Advisory Committee (ELAC), the Special Education Advisory Committee (SEAC), and the District/School Liaison Team (DSLTL).

Miscellaneous:

- Carry out all duties assigned to the school site council by the district governing board and by state law.

### **Rules of Order – The Greene Act**

1. All meetings are open to the public
2. Public may address SSC on SSC terms
3. Notice of meeting posted 72 hours in advance of meeting (time, date, place, agenda)
4. Council cannot act on items not on agenda unless by unanimous vote
5. If any of these procedures are violated, upon demand of any person, the school site council must reconsider the item at its next meeting, after allowing for public input on the item

### **SSC records**

1. Elections

2. Correspondence
3. Agendas
4. Input from advisory committees
5. Meeting minutes, attendance, actions
6. Site plan

**\*\*Must maintain records for minimum 3 years**

**\*\* Must be available for public upon request**

### **School Principal Duties**

- Voting member of the school site council
- Provides information and leadership to the school site council
- Administers the school-level activities of the approved SPSA
- Provides information to the council including:
  - Student achievement data
  - Program requirements
  - Costs and allowable expenses

### **Council Officers**

- Chairperson
  - Facilitates meetings
  - Works with principal to establish meeting agendas
  - Provides leadership on roles and responsibilities
- Vice Chairperson
  - Facilitates meetings in absence of Chairperson
- Secretary
  - Takes meetings notes/minutes
  - Preparing agenda and meeting logistics



## **BYLAWS OF THE OAK PARK PREPARATORY ACADEMY SCHOOL SITE COUNCIL**

(Approved November 5, 2014)

### **Bylaws**

1. Article I – Duties of School Site Council
2. Article II – Members of School Site Council
3. Article III – Officers of School Site Council
4. Article IV – Committees
5. Article V – Meetings of School Site Council
6. Article VI – Amendments

### **Article I – Duties of School Site Council**

The School Site Council (SSC or Council) of Oak Park Preparatory Academy (OPPA) shall carry out the following duties:

- Develop and approve the Local Education Agency (LEA) Plan and School-Wide Plan (referred to collectively as the “Plans”) in accordance with all state and federal laws and regulations.
- Recommend the Plans and related expenditures to the SHPS Board of Directors for approval.
- Provide ongoing review of the implementation of the Plans with OPPA principals, teachers and staff members.
- Modify the Plans whenever the need arises.
- Develop, modify and approve (yearly) the SHPS Parent Involvement Policy (PIP)
- Recommend the PIP to the SHPS Board of Directors for Approval
- Act as the English Learner Advisory Committee (ELAC) and fulfill all duties of this committee as required by law
- Carry out all other duties as necessary under state and federal law

## **Article II – Members of School Site Council**

### **A. Composition of School Site Council**

The Council shall be composed of at least 5 (5 + ELL parent as necessary) members as follows:

1. OPPA Principal(s);
2. One (1) certificated teacher;
3. One (1) non-certificated school-staff member;
4. Two (2) parents/community members;
5. At least one (1) English Language Learner parent (as necessary to form ELAC)

### **B. Selection of Members and Terms of Office**

#### *1. OPPA Principal(s)*

All Principals of OPPA are automatically selected to the SSC

#### *2. Teachers (1)*

The teacher members shall be selected by a vote of all teachers at OPPA. The terms of office for the teacher members shall be one year with the option to continue for a 2<sup>nd</sup> term. The selection of new teacher members shall take place at the beginning of each school year.

#### *3. Non-certificated Staff Members (1)*

The non-certificated staff members shall be selected by a vote among the non-certificated staff. The term of office for the non-certificated staff member is one year. The selection of the non-certificated staff members shall take place at the beginning of each school year.

#### *4. Parents/community members (2)*

The parent-members shall be selected by a vote of all OPPA parents. The terms of office for the parent-members shall be one year with the option to continue for a 2<sup>nd</sup> terms. The selection of new parent members shall take place at the beginning of each school year.

#### *5. Parent of an English Language Learner (at least one as necessary to form ELAC)*

The ELL parent members shall be selected by a vote of all ELL parents. The terms of office for the parent-members shall be one year with the option to continue for a 2<sup>nd</sup> term. The selection of new ELL parent members shall take place at the beginning of each school year.

C. Voting Rights

Each Council member is entitled to one (1) vote and may cast that vote on any matter submitted to a vote of the Council. Absentee ballots or proxies shall not be permitted.

A deadlock occurs when a vote on any issue results in an identical number of votes in support of an issue as the number of votes against an issue. In the event of a documented deadlock, the Chairperson of the Council may elect to re-open discussion on the matter followed by another vote. In the alternative, the Chairperson may elect to end a deadlock by counting only the votes of the Council's officers (Chairperson, Vice-Chairperson and Secretary) on a particular matter.

D. Termination of Council Membership

The Council may, by an affirmative vote of two-thirds of all of its members, suspend or expel a member from the Council. Any Council member may terminate his or her membership by submitting a signed letter of resignation to the Council Chairperson.

E. Transfer of Membership

Council membership may not be assigned or transferred.

F. Vacancy

Any vacancy shall be filled by placing the teacher, staff, student, parent/community member who received the next highest number of votes from their peers in the initial school year election.

**Article III – Officers of School Site Council**

A. Officers

The officers of the Council shall be a chairperson, vice-chairperson, and secretary:

The Chairperson shall:

- Preside at all of the Council meetings and ensure compliance with parliamentary rules.
- Sign all letters, reports and other communications on behalf of the Council.
- Perform all duties incident to the office of the Chairperson.
- Perform other such duties as assigned by the Council.

The Vice-Chairperson shall:

- Represent the Chairperson in assigned duties.
- Substitute for the Chairperson in his or her absence.
- Perform other such duties as assigned by the Council.

The Secretary shall:

- Keep minutes of all regular and special meetings of the Council.
- Transmit true and correct copies of the minutes of such meetings to Council members and to the SHPS Chief Executive Officer (CEO) office.
- Provide all notices in accordance with these bylaws.
- Prepare and post copies of meeting agendas at least 72 hours before the meeting.
- Be custodian of all records of the Council.
- Keep a register of names, addresses and telephone numbers of each Council member.
- Perform such other duties as assigned by the chairperson.

B. Election and Terms of Office

The term of each officer shall be for one (1) year expiring at the last meeting or until a successor has been elected. The officers shall be elected annually at the first regular meeting of the school year.

C. Removal of Officers

Any officer may be removed from their office by a two-thirds vote of the Council members.

D. Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the Council, for the remaining portion of the term of office.

**Article IV – Committees**

A. Sub-committees

The Council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the Council. No sub-committee may exceed the authority of the Council.

B. Other Standing or Special Committees

The Council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the Council. No such committee may exercise the authority of the Council.

C. Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing, special or sub-committees. A vacancy shall be filled by appointment made by the Chairperson. Membership of standing or special committees may include non-members of the Council who are members of the OPPA community.

D. Terms of Office

The Council shall determine the terms of office for members of any committee.

E. Rules

Each committee may adopt rules for its own government provided said rules are not inconsistent with these bylaws or rules adopted by the Council, or policies of the SHPS Board of Directors.

F. Quorum

A majority of the members of a committee shall constitute a quorum, unless otherwise determined by the Council. The act of the majority of the members shall be the act of the committee, provided a quorum is in attendance.

**Article V – Meetings of the School Site Council**

A. Meetings

The Council shall meet at a time and day to be determined by the Council at the first regular meeting of the school year. Special meetings may be called by the Chairperson or by a majority vote of the Council.

B. Place of Meetings

The Council shall hold its regular meetings at a facility provided by OPPIA. Alternative meeting sites may be selected by the Chairperson or by a majority vote of the Council.

C. Notice of Meetings

Written public notice shall be given of all Council meetings at least seventy-two (72) hours in advance of the meeting. The Notice and Agenda for any meeting shall be posted in a conspicuous place of public viewing as in accordance with state law. All required notices shall be delivered to Council members no less than seventy-two (72) hours in advance of any meeting, either personally or by mail/e-mail.

D. Quorum

The act of a majority of the members present shall be the act of the Council, provided a quorum is in attendance, and no decision may otherwise be attributed to the Council. A majority of the members of the Council shall constitute a quorum.

E. Conduct of Meetings

Meetings of the Council shall be conducted in accordance with Robert's Rules of Order or an adaptation thereof approved by the Council.

F. Meetings Open to the Public

All Council meetings shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this Article.

**Article VI – Amendments**

An amendment of these bylaws may be made at any regular or special meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to the council members at least seven (7) days prior to the meeting at which the amendment is to be considered for adoption.



## Parental Involvement Policy

St. HOPE Public Schools (SHPS; consisting of 3 distinct and separate independent charter schools; St. HOPE Public School 7, Oak Park Preparatory Academy and Sacramento Charter High School) is committed to working with parents and guardians to provide high quality education for all students at the schools. It is only when students, parents, families, staff, teachers, administrators and the community get involved that students can continue to increase academic achievement and grow as individual citizens.

We encourage all parents to be involved in their students education as well as the overall school programs for the benefit of all students. To this end, the schools have established, in conjunction with parent groups and with St. HOPE Public Schools Board of Directors approval, the following Parental Involvement Policy to provide parents the opportunity to be involved in creating policies, decision making, and taking an active role as advocate for all students at PS7 and Sac High.

As per the Elementary and Secondary Education Action (ESEA; section 1118(a)), SHPS will implement the following statutory requirements (at each school separately unless otherwise noted):

### **SHPS will take the following actions to involve parents in the joint development of the local plan and the process of school review:**

- Convene a School Site Council at each school consisting of administrators, teachers, staff, parents, and students (at Sac High only) who are entered onto the council by peer vote (with the exception of administrators).
- Make the school site plan available to all parents via each school's website and also in hard copy upon request.
- Provide parents with the opportunity to give input into the local plan via surveys, meetings, and other means as feasible and practical.

### **SHPS will take the following actions to plan and implement effective parental involvement activities to improve student academic achievement and school performance:**

- Provide all staff, teachers, parents, and students with the school's School-Parent Compact (*Commitment to Excellence Contract*) to identify activities and responsibilities for the education of all students.
- Review and revise the School-Parent Compact annually (as necessary) in conjunction with the School Site Council.
- Provide opportunities to review the School-Parent compact with parents at back to school nights/open houses or other.
- Provide parents with information regarding school performance, curriculum, core content, student assessments, and parents' rights.
- Provide parents with frequent and up-to-date information on individual student academic progress in writing, in person, and via the PowerSchool student information system. At Sac High parents will receive, and be required to sign, classroom grades and attendance one time per week (Wednesdays) in addition to end of semester and term grades. At PS7, parents will receive frequent progress reports, including end of quarter grades, and PS7 will hold parent-teacher conferences a minimum of two (2) times per year. At OPPA, parents will receive PREP Reports every Friday as well as trimester report cards.

**SHPS will do the following to build the schools' and parents' capacity for strong parental involvement:**

- Convene a School Site Council at each school and other advisory committees as necessary.
- Provide all parents at each school with a complete copy of the Parental Involvement Policy via the student handbook, direct mailing or back to school nights/open house and by making the plan available at each school's main office by October 1 (after Board of Directors approval).
- Utilize a *Parent Liaison* that coordinates parent communication, workshops, activities and clubs to educate, empower and train parents (as feasible).
- Hold back to school meetings.
- Provide, as necessary, training for parents to enhance involvement in specific activities or committees.
- Offer alternative opportunities for parent involvement by scheduling alternative meeting dates/time and conducting in-home conferences for those parents unable to participate in regularly scheduled meetings.

**SHPS will coordinate and integrate parental involvement strategies into other programs by:**

- Involving community organizations and businesses, including faith-based organizations, in parental involvement activities.

**SHPS will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design more effective parental involvement by:**

- Identifying barriers to participation by parents (especially limited English proficiency, limited literacy, and minority parents).
- Tracking parent volunteering and attendance at schoolwide meetings.

**SHPS will take the following actions to involve parents in the activities of Title I schools:**

- Hold an annual meeting (for each school separately) to inform parents of their school's participation in Title I, Title I requirements, and their right to be involved.
- To the extent feasible, each school will vary meeting times, dates, places to increase parental involvement.
- Provide parents with opportunities to volunteer and actively support school initiatives (i.e., charter renewal) at his/her student's school. Parents of PS7 students will be required to contribute 40 hours of voluntary service to the school.
- Utilize a variety of communication methods to ensure parental involvement.

**SHPS will provide notice and information under the 'Parents Right to Know' requirements to all parents in an understandable and uniform format, and to the extent practical, in a language parents can understand via student handbooks, parent-school meetings, and other means as necessary.**

**Notices pertain to, but are not limited to:**

- Teacher and paraprofessional qualifications, including highly qualified teachers
- Program Improvement status of school and any relevant information (i.e., school choice)
- English Language Learner program participation
- Military release of information (Sac High only)

**OPPA Teachers:**

Please distribute the following survey to parents who participate in conferences on March 5, 2014.

Parents should complete the survey while on campus for the conference and return to you directly.

Please return all collected surveys to Ms. Young.

Thank you.

Nicole Michalik  
Chief Operating Officer  
St. HOPE Public Schools



## OPPA Parent Survey 2013-14 - Spring

Thank you for taking the time to complete our survey. We value your input in our efforts to continually improve OPPA's academic results, culture and outcomes for our students. We value your opinion of your student's and your experiences so far this year.

If you have multiple students at OPPA, please complete one per student.

1. Student's grade level (circle one):                      7                      8

2. Please rate the following statements using the scale provided:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child's class meets my expectations of how a high quality middle school should run.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child's teacher clearly communicates expectations, both academic and behavioral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school communicates frequently and consistently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child's teachers make me feel like part of a team dedicated to making my child successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oak Park Prep's non-teaching staff are friendly/supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oak Park Prep's culture is focused on students and their academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oak Park Prep provides a safe environment for students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend that my friends/colleagues enroll their child at Oak Park Prep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with Oak Park Prep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan for my child to attend Oak Park Prep in 8 <sup>th</sup> grade (7 <sup>th</sup> grade parents only).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you have any highlights you want to share about your experience with Oak Park Prep? (anonymous comments may be posted on our website)

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4. Do you have any suggestions for what we can do better?

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5. Additional questions, comments, or concerns:

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## Sample Parent Satisfaction Survey

### **Oak Park Prep Middle School 2013-2014 Parent/Guardian Survey (Fall and Spring)**



#### **OPPA Parent Survey 2013-14 - Spring**

Thank you for taking the time to complete our survey. We value your input in our efforts to continually improve OPPA's academic results, culture and outcomes for our students. We value your opinion of your student's and your experiences so far this year.

If you have multiple students at OPPA, please complete one per student.

**1. Student's grade level (circle one):**

**7**

**8**

**2. Please rate the following statements using the scale provided:**

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

My child's class meets my expectations of how a high quality middle school should run.

My child's teacher clearly communicates expectations, both academic and behavioral.

The school communicates frequently and consistently.

My child's teachers make me feel like part of a team dedicated to making my child successful.

Oak Park Prep's non-teaching staff are friendly/supportive.

Oak Park Prep's culture is focused on students and their academic success.

Oak Park Prep provides a safe environment for students to learn.

I would recommend that my friends/colleagues enroll their child at Oak Park Prep.

Overall, I am satisfied with Oak Park Prep.

I plan for my child to attend Oak Park Prep in 8<sup>th</sup> grade (7<sup>th</sup> grade parents only).

**3. Do you have any highlights you want to share about your experience with Oak Park Prep? (anonymous comments may be posted on our website)**

**4. Do you have any suggestions for what we can do better?**

**5. Additional questions, comments, or concerns:**

**Fall 2013 and Spring 2014 Parent Survey Results**

	Fall 2013		Spring 2014	
	Rating Average	% Agree/Str. Agree	Rating Average	% Agree/Str. Agree
1. My child's class meets my expectations of how a high quality middle school should run.	4.26	95%	4.42	94%
2. My child's teacher clearly communicates expectations, both academic and behavioral	4.29	90%	4.42	86%
3. The school communicates frequently and consistently	4.14	90%	4.40	94%
4. My child's teacher makes me feel like part of a team dedicated to making my child successful	4.19	86%	4.42	92%
5. Oak Park Prep's non-teaching staff are friendly/supportive	4.38	95%	4.64	100%
6. Oak Park Prep's culture is focused on students and their academic success	4.57	100%	4.72	97%
7. Oak Park Prep provides a safe environment for students to learn.	4.62	100%	4.69	97%
8. I would recommend that my friends/colleagues enroll their child at Oak Park Prep	4.38	90%	4.64	97%
9. Overall, I am satisfied with Oak Park Prep	4.26	95%	4.54	97%
10. I plan for my child to attend Oak Park Prep in 8th grade (7th grade parents only.)	na	na	4.70	96%

## Sample Parent and Student Contract of Commitment

### **OAK PARK PREP FAMILY CONTRACT**

At Oak Park Prep, we understand the importance of alignment within the school community in order to achieve our mission of preparing students to enter and successfully complete a college-preparatory high school curriculum of study. This mission can be best achieved when students, families, and school staff are all actively involved in education and working to meet the school's cultural and curricular expectations. We all have the responsibility of promoting student learning and, as educational partners, we value each person's contribution to our school community. The following expectation outlines the expectations that need to be met to best support student learning, and should be signed by the parent/guardian, student, and staff.

#### ***Parents & Guardians***

I/We agree to:

- Supporting Oak Park Prep's demanding academic program, high standards of conduct, and extended school day and year.
- Ensuring that my student is at school on time, in uniform, every day.
- Monitoring my student's schoolwork, homework, and grades regularly.
- Communicating regularly with Oak Park Prep and attending the required parent events.
- I have read and understand the Code of Conduct.

#### ***Students:***

I agree to:

- Doing my best to follow our PREP values
- Arrive at school on time, every day, and prepared to work
- Complete my homework every night and bring it neatly to school.
- Obey the Code of Conduct at school, at any school events, or on the bus.
- Speaking regularly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.
- Commit myself to achievement all day, every day and seek help when I need it.
- I have read and understand the Code of Conduct.

#### ***Teachers and Staff:***

We agree to:

- Arrive at school on time and prepared for an academically rigorous, college preparatory environment every day.
- Assess students regularly and fairly.
- Enforcing all rules and policies consistently and fairly.
- Communicating with parents/guardians with reasonable frequency to communicate both positive and negative feedback.
- Maintaining the highest standards of academic performance and conduct.
- I have read and understand the Code of Conduct.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher and Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Parental Involvement Policy**

### **Parental Involvement Policy**

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We encourage all parents to be involved in their students education as well as the overall school programs for the benefit of all students. To this end, the schools have established, in conjunction with parent groups and with St. HOPE Public Schools Board of Directors approval, the following Parental Involvement Policy to provide parents the opportunity to be involved in creating policies, decision making, and taking an active role as advocate for all students at PS7 and Sac High.

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- Make the school site plan available to all parents via each school's website and also in hard copy upon request.
- Provide parents with the opportunity to give input into the local plan via surveys, meetings, and other means as feasible and practical.

#### **SHPS will take the following actions to plan and implement effective parental involvement activities to improve student academic achievement and school performance:**

- Provide all staff, teachers, parents, and students with the school's School-Parent Compact (*Commitment to Excellence Contract*) to identify activities and responsibilities for the education of all students.
- Review and revise the School-Parent Compact annually (as necessary) in conjunction with the School Site Council.
- Provide opportunities to review the School-Parent compact with parents at back to school nights/open houses or other.
- Provide parents with information regarding school performance, curriculum, core content, student assessments, and parents' rights.



- Provide parents with frequent and up-to-date information on individual student academic progress in writing, in person, and via the PowerSchool student information system. At Sac High parents will receive, and be required to sign, classroom grades and attendance one time per week (Wednesdays) in addition to end of semester and term grades. At PS7, parents will receive frequent progress reports, including end of quarter grades, and PS7 will hold parent-teacher conferences a minimum of two (2) times per year. At OPPA, parents will receive PREP Reports every Friday as well as trimester report cards.

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- Utilize a *Parent Liaison* that coordinates parent communication, workshops, activities and clubs to educate, empower and train parents (as feasible).
- Hold back to school meetings.
- Provide, as necessary, training for parents to enhance involvement in specific activities or committees.
- Offer alternative opportunities for parent involvement by scheduling alternative meeting dates/time and conducting in-home conferences for those parents unable to participate in regularly scheduled meetings.

**SHPS will coordinate and integrate parental involvement strategies into other programs by:**

- Involving community organizations and businesses, including faith-based organizations, in parental involvement activities.

**SHPS will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design more effective parental involvement by:**

- Identifying barriers to participation by parents (especially limited English proficiency, limited literacy, and minority parents).
- Tracking parent volunteering and attendance at schoolwide meetings.

**SHPS will take the following actions to involve parents in the activities of Title I schools:**

- Hold an annual meeting (for each school separately) to inform parents of their school's participation in Title I, Title I requirements, and their right to be involved.
- To the extent feasible, each school will vary meeting times, dates, places to increase parental involvement.
- Provide parents with opportunities to volunteer and actively support school initiatives (i.e., charter renewal) at his/her student's school. Parents of PS7 students will be required to contribute 40 hours of voluntary service to the school.
- Utilize a variety of communication methods to ensure parental involvement.

**SHPS will provide notice and information under the 'Parents Right to Know' requirements to all parents in an understandable and uniform format, and to the extent practical, in a language parents**

**can understand via student handbooks, parent-school meetings, and other means as necessary.**

**Notices pertain to, but are not limited to:**

- Teacher and paraprofessional qualifications, including highly qualified teachers
- Program Improvement status of school and any relevant information (i.e., school choice)
- English Language Learner program participation
- Military release of information (Sac High only)



## ELEMENT 5: EMPLOYEE QUALIFICATIONS

### Contents

- 5.1 Job Descriptions
  - 5.1.1 Principal
  - 5.1.2 Dean of Culture and Operations
  - 5.1.3 Administrative Assistant
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- 5.5 Staff Summer Professional Development
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- 5.7 SHPS Teacher Performance Evaluation Overview
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## Job Description Principal

### About St. HOPE Public Schools

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We provide a unique network of schools that guides our students from preschool through high school to college. Students gradually build a foundation of academic achievement, community responsibility and inner confidence empowering them to become educated leaders within their communities. Our rigorous curriculum has closed the achievement gap and dramatically increased the number of graduates who go on to college.

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. For the past two years, 90% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal.

### Our Schools

**PS7**, a K-8 program, has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and was named charter school of the year for the state of California in 2011 out of almost 1,000 charters. In any classroom at PS7's middle school campus the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls reflecting high expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship.

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**Sacramento Charter High School** is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results, becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class

and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

### **Position Summary**

St. HOPE Public Schools is seeking an exceptional educator to serve as principal at [insert school]. The principal is an *instructional leader*, ensuring excellence in every classroom without exception. He or she is a *people leader*, taking all actions to ensure staff and team performance are excellent, and building strong working relationships with all stakeholders. The principal is an *operational leader*, managing school resources and promoting a safe, efficiently run school. Each SHPS principal has the authority to manage all aspects of the school in alignment with the school's mission, goals and Board policies. Candidates must hold the belief that all children can succeed academically and this belief must drive him or her to be relentless in their focus on student achievement.

The Principal reports to the Superintendent.

### **Responsibilities of the Principal will include:**

#### Instructional Leadership

- Establish academic vision and goals for dramatically increasing student achievement
- Facilitate development and alignment of standards-based college-preparatory curriculum
- Design and implement school wide instructional framework and expectations
- Plan and deliver engaging, effective professional development
- Observe, coach, and give clear, actionable and individualized feedback
- Oversee the administration of multiple forms of assessments to measure and improve teaching and learning
- Support the team in using student performance data to drive improved teaching and learning

#### People Leadership

- Establish, articulate and teach the vision, mission and values of the organization and the school site
- Build and maintain school culture
- Clarify roles, accountability, and decision making among team members
- Promote collaboration and encourage team members to cooperate and coordinate efforts
- Model and encourage others to proactively solve problems and manage conflict openly and productively
- Prioritize team morale and productivity and celebrate team accomplishments
- Evaluate performance regularly
- Select and retain a highly effective staff

#### Operational Leadership

- Develop and adhere to financial budget goals
- Manage resources (people, financial, equipment) effectively to support the school's short and long term goals
- Pursue and secure additional resources to increase opportunities for school and students
- Maintain a focus on risk management and compliance systems
- Maintain a safe and secure campus
- Put systems and structures in place to ensure smooth operations
- Develop relationships and partnerships with internal and external stakeholders based on trust, respect, and achievement of common goals
- Manage the change process

- Use communication systems and style that proactively engages key stakeholders
- Be accessible, visible and responsive to stakeholders

### **Qualifications**

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

#### Required:

- Bachelor's Degree and Teaching Credential
- Three years' or more teaching experience
- Belief that each and every child can excel academically
- Belief that great teachers lie at the heart of a great school
- A proven track record of success in the classroom
- Exceptional ability to manage people and complex projects
- Experience supervising and evaluating staff performance
- Examples of a relentless drive and commitment to eliminate the disparity of educational quality that exists
- Knowledge of exemplary teaching and the capacity to distinguish among poor, mediocre, solid and outstanding teaching
- Excellent communication skills, both verbal and written
- Strong interpersonal skills
- Understanding and experience working with the nuances of urban school environments and school culture
- Strong strategic thinking and problem solving capabilities
- Proven ability to plan, organize, and direct education programs and activities
- Ability to organize workload independently and set priorities; to adapt quickly to changing priorities; and perform multiple interrelated tasks under deadline pressures

#### Highly Desired (but not required):

- Master's Degree in Education and/or an Administrative Credential
- Bilingual speaking, reading, and writing abilities (Spanish)

### **Salary**

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time exempt position.

### **To Apply**

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume
2. Thoughtful cover letter outlining how your skills and experience meet the qualifications of this position and stating how you heard about this opportunity

Submit the application materials via the Careers page on our website at [www.sthopepublicschools.org](http://www.sthopepublicschools.org)

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## **Job Description**

### **Dean of Culture and Operations**

#### **About St. HOPE Public Schools**

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#### **Our Schools**

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their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

### **Position Summary**

The Dean of Culture & Operations leads the school-wide efforts to build and maintain a strong, positive, achievement-oriented school culture where students grow in a warm and supportive environment. The Dean of Culture & Operations creates behavior systems for the school and models how to establish strong, mutually respectful relationships with students and families, and ensures that all operations run smoothly with effective systems.

The Dean of Culture and Operations reports to the Principal.

### **Responsibilities of the dean of culture & operations include, but are not limited to:**

Build and maintain systems to ensure a joyous and achievement-oriented school culture

- Possess incredibly clear vision of what great school culture looks like and regularly articulate this vision to students and staff.
  - **Write, update and maintain systems and policies** for effective and efficient school wide operations.
  - **Plan and implement a behavior management system** with meaningful incentives to reward good behavior and with effective consequences to correct misbehaviors.
  - **Analyze school-wide trends** around attendance, behavior, homework and class transitions and develop and lead initiatives to address challenges.

### **Lead school culture and character development**

- Persistently, insistently, and consistently reinforce school's high expectations for student behavior with all students all the time; always sweat the small stuff and never give up on a student or on fixing a "broken window."
- Invest students and parents school goals and core values; ensure that all students care deeply about their school community, about their own academic performance, about graduating from college, and about becoming the next generation of leaders in their communities; ensure students find joy in learning and have fun; preach core school messages in one-on-one, class/advisory, grade level and school-wide venues.
  - **Conduct regular school culture walkthroughs** to maintain a high bar of excellence.
  - **Train staff** in classroom management, student engagement and parent involvement.
  - **Lead recognition and celebration events** (e.g., for perfect attendance or academic achievement) and other school-wide culture-building activities.
  - **Create individual plans** for students with behavior challenges; partner with teachers to provide extra interventions.

### **Coach teachers toward instructional excellence**



- Communicate a high bar for performance in a manner that supports, challenges and inspires each team member; set clear, measureable, outcome-oriented performance goals for the year; engage team members in self-evaluation and provide formal and informal feedback on performance.
  - **Coach a portfolio of teachers** in instruction and the establishment of expectations/routines.
  - **Help teachers build effective relationships** with students and parents.
  - **Model great instruction** through teaching at least one class.

#### **Lead parent engagement activities**

- Engage families in support of the school's goals; create a culture and an expectation so that teachers reach out to parents and enlist their proactive support in the dream – and the hard work – of getting all our scholars to college; build strong relationships with parents.
  - **Create and lead the parent orientation process**, meeting one-on-one and communicating regularly with new parents to introduce them to the school's culture and priorities.
  - **Coordinate the activities of the MS Parenthood group**.
  - **Establish protocols and best practices** to ensure that teachers communicate regularly with parents.

#### **Serve as an active member of the school leadership team**

- Reinforce the mission with staff and inspire them to act on the mission every single day; exude urgency, excellence, and optimism; use the mission as a litmus test for school-based decisions and to provide focus when prioritizing what will have the greatest impact on students; instill staff with a feeling that they are contributing to something greater than themselves.
- Maintain robust personal organization system that ensures all tasks or “To Do” items are captured, prioritized, and ultimately accomplished; plans each day and week to ensure that top priorities are addressed and accomplished on time.
  - **Partner with the Principal** in championing effective instructional data practices for assessment and effective planning.
  - **Collaborate** with other Deans and school Leaders across the SHPS organization and other high-performing schools and organizations to ensure that we are doing whatever it takes to make students successful

#### **Support school operations** to ensure smooth entry, dismissal and transit to and from school.

- Support Principal in creating master schedule

#### **Qualifications**

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

#### *Required:*

- Bachelor's Degree
- Successful experience in education, specifically the development and implementation of a charter school
- Experience in business, finance and/or operations
- Demonstrated skills and belief in facilitative, participative management and shared decision making
- Exceptional ability to manage people and complex projects
- Belief and alignment with St. HOPE's core beliefs and educational philosophy
- Excellent communication skills, both verbal and written, and strong interpersonal skills
- Understanding and experience working with the nuances of urban school environments and school culture
- Strong strategic thinking and problem solving capabilities

- Ability to organize workload independently and set priorities; to adapt quickly to changing priorities; and perform multiple interrelated tasks under deadline pressures

*Highly Desired (but not required):*

- Graduate degree preferred
- Bilingual speaking, reading, and writing abilities (Spanish)
- Leadership and/or counseling experience and/or ability to teach enrichment classes (ex: music, art, sports)

**Salary**

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

**To Apply**

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume
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## **Job Description**

### **Administrative Assistant**

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comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

### **Position Summary**

St. HOPE Public Schools is seeking a dedicated, motivated professional to serve in the Administrative Assistant role. The Administrative Assistant is a highly organized professional who effectively manages multiple projects, prioritizing customer service to all members of and visitors to the school community. All candidates for this position must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Administrative Assistant reports to the Principal.

### **Responsibilities of the Administrative Assistant will include:**

- Respond to phone and in-person inquiries & requests from students, families, school staff & community members
- Maintain a positive, professional office environment
- Provide exceptional customer service
- Speak articulately and professionally, adapting communication style and content to different audiences
- Effectively communicate school information to students' families
- Order, organize, store & track supplies and other school property
- Effectively manage several projects or tasks at once
- Put systems and structures in place to ensure smooth office operations
- Input & track all required school data (E.g. attendance, enrollment, health, lunch count, cumulative files etc.)
- Establish and maintain filing & record keeping systems (E.g. cumulative files, other)
- Manages confidential information professionally & appropriately
- Produces clear, concise, error-free written communication
- Deal effectively with difficult and/or ambiguous situations
- Coordinate event logistics
- Complete administrative projects
- Provide daily support to the school administrator(s)
- Other duties as assigned

### **Qualifications**

We are seeking candidates who believe deeply in our organization's mission and who thrive in a dynamic environment. Additionally, candidates for the position must also have:

#### **Required:**

- Bachelor's degree
- Knowledge of Word, Excel, Outlook
- Outstanding communication and interpersonal skills
- Excellent organization, time management, and follow-up skills along with ability to prioritize and demonstrate an appropriate sense of urgency
- Strong team-orientation and collaborative nature
- Strong attention to detail
- Ability to work in a fast pace, demanding office environment

Highly Desired (but not required):

- Bilingual speaking, reading, and writing abilities (Spanish)
- Experience working with accounting and fiscal management systems
- Background working with entrepreneurial organizations is preferred
- Interest in education/charter schools is preferred

**Salary**

St. HOPE Public Schools offer a competitive hourly rate and benefits commensurate with qualifications and experience. This is a full time non-exempt position.

**To Apply**

All external and internal candidates for this position must submit the following two pieces of information directly via our website at [www.sthopepublicschools.org](http://www.sthopepublicschools.org) (click on Careers). *Please note you must submit both documents via our website or your application will not be considered. Resumes and cover letters E-mailed directly to Human Resources or other personnel will not be considered.*

1. Resume
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## **Job Description Single Subject Teacher**

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### **Position Summary**

St. HOPE Public Schools is seeking exceptional teachers for St. HOPE Public Schools. Teachers must have a track record of success and a "whatever it takes" attitude. Teachers will plan and execute highly effective instruction; establish and maintain a strong, college-going classroom culture; and attain exceptional, measurable results for every student.

Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

All teachers report to their school principal.

### **Responsibilities of a teacher include:**

- Develop standards-aligned, measurable, ambitious and feasible big goals for dramatically increasing student achievement
- Use Common Core State (or "given") Standards to backwards plan, develop unit and long term pacing plans
- Create rigorous, objective-driven lesson plans
- Differentiate plans for individual students
- Invest students in working hard to achieve big goals
- Present academic content
- Engage and challenge students in learning
- Facilitate and manage students practice
- Check for student understanding using effective questioning strategies and student practice
- Demonstrate flexibility and responsiveness through monitoring and modifying instruction
- Evaluate and tracks students performance
- Use data effectively to inform instruction
- Ensure students and families are aware of progress toward goals
- Create a culture of respect and equity
- Create a culture of high expectations for learning
- Maintain student attention

- Support and manage student behavior effectively
- Effectively support students with continued or intensive behavior excesses
- Implement pacing and procedures to maximize time spent on learning
- Design a physical classroom environment to support engagement and learning

### **Qualifications**

We are seeking a results-driven classroom leader committed to the St. HOPE Public Schools mission, and who holds high expectations for his or herself and every student.

#### *Required:*

- Bachelor's Degree
- Valid California Single Subject teaching credential in the applicable subject
- Must be highly qualified as defined by the No Child Left Behind Act of 2001
- Appropriate EL authorization to teach EL or SDAIE
- Examples of a relentless drive and commitment to eliminate the disparity of educational quality that exists
- Belief in and alignment with SHPS's mission
- Criminal background clearance

#### *Highly Desired (but not required):*

- Understanding and experience working with the nuances of urban school environments and school culture
- Bilingual speaking, reading, and writing abilities (Spanish)

### **Salary**

St. HOPE Public Schools offer a competitive salary commensurate with qualifications and experience. This is a full time exempt position and includes a comprehensive benefits package.

### **To Apply**

All candidates for this position must submit the following two pieces of information. *Candidates must submit both documents or your application will not be considered.*

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## **Job Description Teaching Assistant**

### **About St. HOPE Public Schools**

St. HOPE Public Schools (SHPS) opened its doors in 2003 with a clear vision: to create one of the finest urban pre-kindergarten through 12<sup>th</sup> grade school systems in America. Our students attend longer school days, are held to high expectations for academics and behavior and focus on preparing to obtain a college degree.

We provide a unique network of schools that guides our students from preschool through high school to college. Students gradually build a foundation of academic achievement, community responsibility and inner confidence empowering them to become educated leaders within their communities. Our rigorous curriculum has closed the achievement gap and dramatically increased the number of graduates who go on to college.

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. For the past two years, 90% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal.

### **Our Schools**

**PS7**, a K-8 program, has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and was named charter school of the year for the state of California in 2011 out of almost 1,000 charters. In any classroom at PS7's middle school campus the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship.

**Oak Park Prep** is SHPS' newest addition and the highest performing stand alone middle school in the city of Sacramento. It is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and this is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

**Sacramento Charter High School** is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results, becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

### **Position Summary**

St. HOPE Public Schools is seeking a candidate to serve as a teaching assistant. This candidate will provide 1:1 instructional support as directed by teacher, assist with the supervision of morning check-in and breakfast activities and field lessons, and uphold the mission and values established by St. HOPE Public Schools.

Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work].

The Teaching Assistant reports to the Principal.

### **Responsibilities of the Teaching Assistant will include:**

#### **Teaching**

- Provide assistance to teachers in the classroom
- Provide small group and individual instruction under supervision of the classroom teacher
- Serve as a mentor/ role model for students

#### **Breakfast and Morning Meeting Supervision**

- Provide supervision for breakfast and morning meeting activities

### **Other Duties**

- Arrange and provide transportation as assigned during intersession
- Supervise students during field lessons
- Monitor after school dismissal

**Qualifications**

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

***Required:***

- Bachelors Degree
- Experience working in school setting

***Highly Desired (but not required):***

- Experience working children in underserved community

**Salary**

St. HOPE Public Schools offer a competitive hourly rate commensurate with qualifications and experience. This is a part-time position.

**To Apply**

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume
2. Thoughtful cover letter outlining how your skills and experience meet the qualifications of this position and stating how you heard about this opportunity

Submit the application materials via the Careers page on our website at [www.sthopepublicschools.org](http://www.sthopepublicschools.org)

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## **Job Description**

### **Education Specialist**

#### **About St. HOPE Public Schools**

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#### **Our Schools**

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### **Position Summary**

St. HOPE Public Schools is opening the application process in an effort to attract the best candidates to work with students in Special Education at St. HOPE Public Schools. Research continues to show that teachers are the greatest determinant of student achievement. Therefore, St. HOPE Public Schools is committed to hiring a team of highly qualified teachers who are not only subject matter experts and effective instructors, but who are also committed to mission, culture and expectations set forth by the organization. Key attributes to describe a St. HOPE Public School teacher include: (1) instructional expert; (2) student advocate; (3) relentless achiever; (4) continuous learner; (5) critical thinker; (6) effective communicator; (7) problem solver; and (8) people person with excellent interpersonal skills. Candidates must hold the belief that [all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work].

The Education Specialist reports to the Principal or Special Education Program Coordinator, as assigned.

### **Responsibilities will include:**

- Provides students with specialized instruction based on their unique needs resulting from their identified disabilities
- Uses peer-reviewed, research-based instructional strategies to facilitate learning in core academic subjects
- Demonstrates knowledge of subject matter and presents lessons with a clear and logical structure
- Prepares daily lesson plans utilizing a variety of specialized instructional techniques based upon the unique needs of individual students with a variety of learning needs
- Utilizes assessment results from psychological reports, academic reports and other related service provider reports to develop a draft IEP to be reviewed and modified as appropriate by the IEP team
- Writes legally defensible IEPs including individualized goals aligned to state content standards that are reasonably calculated to provide educational benefit to students
- Implements each student's IEP as it is written in accordance to the law
- Monitors individual student's progress utilizing data that reflects student performance on his or her IEP goals; adjusts instruction as needed based on analysis of the data
- Provides timely feedback to students, parents and general education teachers based on the data
- Schedules IEP meetings with parents, general education teacher, administrator and any member of an IEP meeting required by law
- Demonstrates knowledge of special education laws as well as SELPA and District policies and procedures
- Maintains appropriate classroom control and directs the activities of the class to appropriate learning tasks
- Writes and implements effective behavior plans for students. Participates in manifestation determinations for students as necessary
- Collaborates with general education teachers, other special education teachers and related service providers
- Writes appropriate Transition Plans that are related to the student's preferences and interests, develops measurable post-secondary goals to help the student achieve and has an awareness of the agencies and services available to help students meet post-secondary goals
- Performs assessment duties as required. Understands and is able to administer state standardized tests, teacher-made tests, and individual and group administered academic tests

- All staff must be available to help students, parents, and staff via cell phone at night and on weekends.
- Teachers serve as an advisor to a small group of assigned students (approximately 15), being a mentor and positive role model for students. Serve as a main point of contact for advisees' parents.
- Commit to the Teacher's Agreement in the Commitment to Excellence Contract
- Performs reasonably related duties as assigned

## Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

### *Required:*

- Holds a valid California Education Specialist credential (mild/moderate)
- Meets the Highly Qualified teacher (HQT) requirements
- Pass a criminal background check
- Have demonstrated success in the classroom

### *Highly Desired (but not required):*

- At least 2 years of full-time relevant subject teaching experience in an urban, underserved community
- Bilingual speaking, reading, and writing abilities (Spanish or Vietnamese)
- Leadership and/or counseling experience and/or ability to teach enrichment classes (ex: music, art, sports)

### *Knowledge of:*

- All areas of special education including: behavior management techniques, learning theories, curriculum development and vocational development
- Current laws and regulations pertaining to students with disabilities
- Policies and procedures pertaining to IEP's
- Assessment practices and statistics relevant to the behavioral sciences

### *Skills:*

- Collaboration with administrators, teachers, classified personnel, parents and students
- Plan, organize; and prepare IEP's, behavior and transition plans as appropriate
- Exercise initiative and possess mature judgment

Previous experience overseeing services or programs for children with special needs

## Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

## To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume

2. Thoughtful cover letter outlining how your skills and experience meet the qualifications of this position and stating how you heard about this opportunity

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## **Job Description Instructional Aide**

### **About St. HOPE Public Schools**

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### **Position Summary**

St. HOPE Public Schools is seeking an exceptional leader to work as an Instructional Aide to join the Special Education team at St. HOPE Public Schools. Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Instructional Aide reports to the Director of Special Education.

### **Responsibilities of the Instructional Aide will include:**

- Assist individual or small groups of students, reinforcing instruction as directed by the teacher
- Perform a variety of clerical duties including but not limited to: preparing materials, grading papers, recording grades, maintain records. Provide support to teacher by setting up work areas and displays, audio-visual equipment, distributing and collecting papers, confer with teachers concerning programs and materials to meet student needs
- Administer, monitor and score a variety of tests and assignments
- Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior
- Assure the health and safety of students by following health and safety practices and procedures
- Help keep classroom and other school facilities neat, clean and safe
- Participate in staff meetings and attend professional development meetings
- Ability to life/transfer student
- Perform other duties as assigned

### **Qualifications**

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.



**Required:**

- Meet Highly Qualified requirement of No Child Left Behind: A high school diploma, or equivalent AND a) an Associate of Arts degree of higher or higher, OR b) 48 or more college units, or c) a passing score on a test (CBEST, ParaPro or CODESP).
- Employment eligibility will include being fingerprinted, passing TB test and/or other employment clearance requirements

**Ability to:**

- Ability to assist with instruction and related activities in a classroom or assigned learning environment
- Print and write legibly
- Add, subtract, multiply and divide quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively with children and adults

**Knowledge of:**

- Child guidance principles and practice
- Basic subjects taught in schools including arithmetic, grammar, spelling, language and reading
- Basic instructional methods and techniques
- Basic record-keeping techniques
- Classroom procedures and appropriate student conduct
- Operation of office, instructional and audio-visual equipment

**Salary**

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

**To Apply**

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

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## **Job Description**

### **Director of Special Education, St. HOPE Public Schools**

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comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

### **Position Summary**

St. HOPE Public Schools is seeking a Special Education Coordinator to ensure the SHPS special education program is *appropriately* serving the needs of students with special needs. Candidates must hold the belief that all students can achieve at high level with adequate support, resources and modifications. We are looking for an educator with the dedication and desire to go above and beyond to *insure that* our students succeed *academically, socially, and emotionally*.

Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Director of Special Education reports to the Superintendent.

### **Responsibilities of the Director of Special Education will include:**

- Plan, organize, and direct a variety of programs, projects, and activities related to special education.
- Work with Administration in locating and maintaining housing for special education programs and providing other services to student.
- Support Special Education Teachers with the development of student Individual Education Plans and ensure that each student's program reflects the current IEP.
- With the assistance of General Counsel, Human Resources, *and the El Dorado Charter SELPA*, represent the district in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- If indicated on a student's IEP, Provide for Extended School Year (ESY) for special education students; assist with hiring staff, arrange locations, and perform related activities to set up the program.
- Perform student services activities involving special education students in areas of attendance, transfers, suspension and expulsion procedures, and other related areas.
- Develop and implement long and short-term plans and activities.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files.
- Communicate with school leaders, other St. HOPE personnel, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information.
- In coordination with assigned supervisors *provide input to supervisors to assist in the evaluation of* the performance of assigned staff; *participate* in the interview and *selection* employees, and recommend transfer, reassignment, termination, and disciplinary actions; plan, coordinate, and arrange for appropriate training of *special education staff, both certificated and classified*; initiate requisitions for positions funded by special education.
- With the assistance of the Chief Business Officer, develop and prepare the annual budget for special education; analyze programs, and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

## Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

### *Required:*

- Bachelor's Degree in Education, Special Education, or related field (*Psychology, Social Work, etc.*); Special Education Credential (*M/M, M/S, LD, RSP, etc.*) and Administrative Services Credential (*or eligible to enroll in Administrative Credential Program*)
- Proven ability to plan, organize, and direct special education programs and activities
- Possess knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to special education programs.
- Knowledge of laws, regulations, rules, and policies governing SHPS and the ability to apply them with good judgment.
- Ability to analyze situations accurately and adopt an effective course of action.
- Experience with budget preparation and control.
- Ability to organize workload independently and set priorities; to adapt quickly to changing priorities; and perform multiple interrelated tasks under deadline pressures.
- Proven leadership skills and experience supervising and evaluating the performance of assigned staff.
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports.

### *Highly Desired (but not required):*

- Teaching experience in an urban, underserved community
- Bilingual speaking, reading, and writing abilities (Spanish or Vietnamese)

## Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

## To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

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To: All Hiring Managers of St. HOPE Public Schools

Date: October 3, 2013

From: Roxana Wells, Director of Human Capital

Title: **SHPS Hiring Process Policy**

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## **I. OVERVIEW**

This policy will discuss the selection and hiring process for all SHPS employees. Responsibility for hiring falls on the Hiring Manager for each position. He or she works collaboratively with the Human Capital team who acts as facilitator and plays an advisory role in the process. The Budget Owner, Chief Business Officer (CBO) and Superintendant all have key roles in the hiring process.

The hiring process is designed first and foremost to attract and select the candidates who will be most effective in driving results for our students and schools. As we seek to have a strong and efficient infrastructure, we align our hiring practices with what is the legal standard in the human resources field and the best practices used in highly performing charter school systems around the nation.

For the purposes of this policy, the following definitions shall apply:

- Employee – Any person employed by St. HOPE Public Schools in a full- or part-time capacity. Employees shall have a formal, accepted offer letter and be compensated out of SHPS payroll system.
- Budget Owner – A Budget Owner has responsibility for a defined budgetary unit in SHPS Income Statement. Defined budgetary units include but are not limited to schools, Home Office Departments, programs and projects. Budget Owners may function as the Hiring Manager for the open position that is housed in their specific budget, or they may delegate Hiring Manager duties to another staff member within their entity (i.e. the Superintendant owns the Home Office budget and delegates the hiring of a staff accountant to the CBO; A school leader owns budget, and delegates the hiring of a security monitor to the dean).
- Hiring Manager – The person responsible for hiring an individual. Hiring Managers often (but not always) become the direct manager of the person hired. Hiring Managers have detailed responsibilities as outlined in this document. Hiring Managers must be Employees, formally documented Contractors (executive search firms), or member of the SHPS Board of Directors. In no instance shall private, unaffiliated citizens conduct hiring activities for SHPS.
- HR – The Human Resources department in general, and specifically the employee within the HR Department that is designated to support the Budget Owner in the recruitment, interview and hiring process.

This policy explicitly defines the hiring process for St. HOPE Public Schools employees only. The services of those individuals defined as contractors should be acquired by following the St. HOPE Contractor Policy.

## II. POLICY

The following details the specific steps that occur during the hiring process:

- Requisition (Approval of an Open Position)
- Recruitment
- Selection
- Offer Of Employment
- New Employee Processing
- Onboarding

### A. Approval of Open Position

The Hiring Manager shall highlight his/her need for personnel by logging on to Talent Ed and completing a New Requisition ([www.sthopepublicschools.org](http://www.sthopepublicschools.org) >> Careers >> Admin >> Requisitions >> New Requisition). This form will stipulate:

- Position title
- Job Description
- Reason for hire
- Hiring Manager
- Credential required (if applicable)
- Budgeted salary range
- Anticipated start date
- Calendar / number of work days
- Classification
- Number of work hours each week ( & FTE)
- Recruitment notes
- Other information

Once submitted, the electronic Requisition Form will be sent for approval to the Budget Owner, HR, the CBO, and the Superintendent for approval. Upon receiving approval, the position will automatically post to our website and HR will upload the job description to applicable external websites

Every Requisition must be approved by the Budget Owner, CBO and the Superintendent.

If at any point, including after consultation with the CBO, the Requisition is denied, the Hiring Manager will be notified immediately via E-mail.

Job Description: HR, with the input of Hiring Managers, has created evaluation-aligned job descriptions for each position within SHPS.

HR, in collaboration with the hiring manager, will create a job description for a new position in which one does not already exist.

In order for a position to be considered “open” and for HR to begin the hiring process HR must have:

- A completed Requisition submitted by Hiring Manager and approved by all assigned parties
- A job description

## B. Recruitment

The Human Capital team executes recruitment strategies designed to attract candidates who will be successful in the SHPS system. Human Capital works with hiring managers to create and / or update marketing material (internet postings; email templates; flyers).

In addition to posting open positions on the SHPS website and other relevant job search site, Human Capital uses a variety of additional recruitment strategies for *school-based positions* including:

- Email Campaigns (sent to local high-performing teachers; TFA alumni resumes; 'friends and family campaign')
- Internet Recruitment (TFA JOB board; TFA Teaching & Leadership blasts; social media websites; EdJoin and other teacher-specific websites, university job boards, and Craigslist)
- Networking & Referrals (at TFA alumni events; through our high performing teachers; local education organizations, university partnerships, Linked In connections, and Refer-a-Friend campaigns)

The costs for the above broad recruitment are centralized in the Home Office budget. If a Hiring Manager wants to lead or collaborate with the Human Capital team on a specific recruitment strategy that falls outside of what is budgeted and /or requires additional funding (ie: travel costs), it must come from the Hiring Manager's budget directly.

## C. Selection

There are a set of general competencies we expect all SHPS employees, regardless of position, to demonstrate:

- |   |                                       |   |
|---|---------------------------------------|---|
| 1 | Fit with SHPS mission and core values | <ul style="list-style-type: none"><li>- Believes that all students can learn</li><li>- Holds highest expectations for self and others</li><li>- Assumes personal responsibility for achieving measurable results</li><li>- Makes no excuses</li></ul> |
| 2 | Intelligence / Achievement            | <ul style="list-style-type: none"><li>- Demonstrated capacity to learn and achieve</li></ul>  |
| 3 | Takes Initiative                      | <ul style="list-style-type: none"><li>- Is action-oriented</li><li>- Exudes a sense of urgency</li></ul>  |
| 4 | Reflective / Constant Learner         | <ul style="list-style-type: none"><li>- Takes and implements feedback</li><li>- Reflects on practice to improve over time</li></ul>   |
| 5 | Strong Communicator                   | <ul style="list-style-type: none"><li>- Strong verbal and written communication including</li></ul>   |
| 6 | Collaborative / Team Mindset          | <ul style="list-style-type: none"><li>- Displays a 'team trumps individual' mentality</li><li>- Utilizes school wide best practices and systems because of core belief in consistency as a critical element for high quality</li></ul>                |

In addition to general competencies, there are a set of *position-specific competencies* candidates for a given position must demonstrate:

- Teaching Positions Must demonstrate skill in all areas of the SHPS teacher evaluation rubric: planning; instructional execution; assessment; and culture

- Staff Positions Must demonstrate skill in all areas of the SHPS position-specific evaluation rubric, which varies according to position (ie; assistant, coordinator, director, instructional aide, school leader, etc.).

Applying: A complete application includes both a cover letter and resume specific to the position the candidate is applying for. Applications without a cover letter are considered incomplete.

All applicants must apply online via the SHPS website. In doing so, the application is received and logged into our Applicant Tracking System (ATS). ***Should a candidate send application materials directly to a Hiring Manager or other staff member, the candidate should be re-directed to apply online.***

In some cases there may be several positions an individual candidate could be qualified for (E.g. a single subject math position at Sac High, Oak Park Prep and PS7 Middle School; an administrative assistant position at PS7 and Sac High). In these cases, all candidates will be prompted to 'force rank' preference for schools when they apply on the SHPS website. Should that candidate pass the phone screen, the application will be forwarded to the Hiring Manager at the candidate's first choice school. Should that Hiring Manager not want to move forward with the candidate at any subsequent stage of the hiring process, he/she should forward it to the Hiring Manager of the candidate's second preferred school.

Summary of Interview Process:

The following is a summary of interview steps & delegation by candidate type:

SCHOOL LEADER	Interview Step	Lead
	- Application Review	Human Capital
	- Written Questions	
	- Phone Screen	
	- First Interview	Hiring Manager
	- School Observation & Demonstration Lesson	
	- School Community Panel Interview (identified staff, parents)	
	- Final Interview with Superintendant	

TEACHERS	Interview Step	Lead
	- Application Review	Human Capital
	- Written Questions	
	- Phone Screen	
	- First Interview	Hiring Manager
	- School Observation & Demonstration Lesson	



All Other Staff	Interview Step	Lead
	- Application Review	Human Capital
	- Written Questions	
	- Phone Screen	
	- First Interview	Hiring Manager
	- Final Project	

Interview Process:

The following is a summary and goals for each step in the interview process. Refer to the Appendix for all supporting materials:

<b><u>Application Review</u></b> ALL POSITIONS	
<i>Goal</i>	Screen in or out resumes within 1-3 minutes of review
<i>Competencies</i>	Professionalism; ability to communicate; quality of writing ; education; and experience
<i>Who / Process</i>	Human Capital reviews the application
<i>Supporting Documents</i>	Application Screening Indicators
<i>If PASS</i>	HR moves forward with next step
<i>If NOT PASS</i>	HR sends a rejection email using the applicable Candidate Communication Template (CCT)
<i>SHPS Response Time</i>	Within <u>5 business days</u> of receiving the application

<b><u>Credential Check</u></b> All positions as necessary per the Requisition	
<i>Goal</i>	Determine whether the candidate has the required credential for the position
<i>Who / Process</i>	HR reviews resume and/or checks the authorizing agency (E.g. CA Commission on Teacher Credentialing) to ensure the candidate has the credential required as posted on the Requisition
<i>PASS / NOT PASS</i>	Not having the required credential for a particular position does not in itself preclude a candidate who has passed the application screen from moving forward in the hiring process. It simply allows HR and the hiring manager to proactively discuss if and how the candidate can become credentialed should he/she be offered a position

<b><u>Written Questions</u></b> School leaders; Teachers; Deans & Counselors
--

<i>Goal</i>	Screen out as many candidates as possible in very little time
<i>Competencies</i>	Fit with SHPS mission; quality of writing
<i>Who / Process</i>	HR emails a series of questions requiring a brief response to the candidate using the applicable CCT. Human Capital reviews written questions and scores
<i>Length of Time</i>	The candidate is given a <i>maximum</i> of 2 business days to respond. Questions are ideally sent from Monday – Wednesday to ensure that the candidate does not have the weekend to deliberate
<i>Supporting Documents</i>	Question prompts; scoring rubric
<i>If PASS</i>	HR moves forward with Phone Screen
<i>If NOT PASS</i>	HR sends a rejection email using the applicable CCT
<i>SHPS Response Time</i>	Within <u>3 business days</u> of a candidate passing the application review

<b><u>Phone Screen</u></b> ALL POSITIONS	
<i>Goal</i>	Get evidence to determine if the candidate is truly a fit with SHPS
<i>Competencies</i>	Mission fit
<i>Process</i>	HR emails the candidate to schedule an initial phone screen with Human Capital. Human Capital conducts the phone screen
<i>Supporting Documents</i>	Phone screen questions; scoring rubric
<i>Length of Time</i>	10-15 minutes
<i>If PASS</i>	HR moves forward with First Interview
<i>If NOT PASS</i>	HR sends a rejection email using the applicable Candidate Communication Template (CCT)
<i>SHPS Response Time</i>	Within <u>3 business days</u> of a candidate passing the written questions

<b><u>First Interview</u></b> ALL POSITIONS	
<i>Goal</i>	Get evidence on candidate's position-specific expertise
<i>Competencies</i>	Position-specific competencies as indicated on the job description and position evaluation

<i>Scheduling</i>	<p>Hiring Manager may directly schedule a first interview with candidates who have passed the first steps of the process with Human Capital. Alternately, he/she may request that HR schedule the first interview on his/her behalf, and provide HR with available days for the interview.</p> <p>All candidates are expected to attend the first interview <u>in person</u>.</p> <p>If the candidate is outside the northern California area the Hiring Manager should conduct the interview via video call (E.g. Skype). Only if the candidate does not have access to video call technology should the Hiring Manager conduct the interview by phone.</p>
<i>Preparation</i>	<p>It is recommended that the Hiring Manager invite 1-2 relevant staff members to participate in the first interview. (E.g. principal asks grade-level chair to attend a teacher interview; Athletic Director asks head coach to attend assistant coach interview)</p> <p>It is the Hiring Manager's responsibility to ensure all interview participants have a copy of and have read the candidate's application prior to participating in the interview</p>
<i>Execution</i>	<p>Hiring Managers must use the set of general interview questions for the position they are interviewing for. See Appendix for Interview Guides.</p> <p>Hiring Managers are welcome and encouraged to ask additional questions at any time throughout the interview.</p> <p>Initial salary discussion takes place at the end of this interview. See Appendix for Salary Conversation Guidelines</p> <p>All Hiring Managers should take notes <u>electronically</u>. Legally, HR needs to retain records of all interviews. The Human Capital team uses interview notes to analyze trends in responses to improve our selection process.</p> <p>When conducting first interviews, all Hiring Managers should keep a folder labeled Hiring Notes_Position Name_Year. Once a candidate is hired and all interviews are complete, the Hiring Manager should send all interview notes to HR in a zip file via email.</p>
<i>Post-Interview</i>	Facilitate a brief discussion with staff interview participants to gather feedback on candidate strengths, weaknesses
<i>Supporting Documents</i>	Interview Guide
<i>Length of Time</i>	30 – 50 minutes
<i>If PASS</i>	Move forward with next step
<i>If NOT PASS</i>	<u>Hiring Manager</u> sends a rejection email using the applicable CCT <u>and notifies HR</u>
<i>SHPS Response Time</i>	Within <u>5 business days</u> of a candidate passing the phone screen

**School Observation & Demonstration Lesson** *School leaders; Teachers*

<i>Goal</i>	Get additional evidence on candidate's position-specific expertise
<i>Competencies</i>	School / Classroom Observation: Execution, Culture Demo Lesson & Lesson Reflection: Planning, Assessment, Execution & Culture
<i>Scheduling</i>	Hiring Manager schedules observation and demonstration lesson
<i>Classroom /School Observation</i>	<p>The purpose of the school observation is to give the candidate the opportunity to see what the school is about. At this point, the candidate is a strong potential for a position. This is the chance to continue to vet the candidate and also to provide a comparison between multiple prospects. The school should highlight the following key areas:</p> <ul style="list-style-type: none"> <li>• Culture (student engagement, behavior, systems)</li> <li>• Curriculum (rigor, completion and quality of work)</li> <li>• Campus (overall environment)</li> </ul> <p>The school observation should be an engaging experience for the candidate. There should be at least 1 additional staff member, along with Hiring Manager, to lead school walk. The route should be pre-planned so that the Hiring Manager highlights one high-performing classroom, one lower performing classroom, one common area (cafeteria, library) and one non-teaching area (dean, counselor, office staff).</p>
<i>Demonstration Lesson</i>	<p><u>Local teacher candidate:</u></p> <ul style="list-style-type: none"> <li>• Visit at their school and observe them in their 'natural setting'. This provides for an opportunity to not only evaluate their instruction, but to get a sense of the school culture and expectations that they've been working in prior to possibly joining the SHPS team.</li> </ul> <p><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• Candidate comes to SHPS and teach a demonstration lesson</li> </ul> <p>In this instance teacher candidate should be provided with the following information prior to preparing their demo lesson:</p> <ul style="list-style-type: none"> <li>▪ An explicit <i>standard</i> to be covered during the lesson. (NOT an objective – we want to see how the candidate can deconstruct and have a clear objective for his/her lesson)</li> <li>▪ A brief amount of information about what the students have been learning up until this point and what they'll be learning following this point (provide context)</li> <li>▪ A time constraint of <u>20 minutes</u> to deliver the lesson (Strict enforcement)</li> <li>▪ Information regarding what resources will be available to them for delivering their lesson, i.e. LCD projector, overhead, whiteboard with dry erase markers, poster paper, etc.</li> <li>▪ Expectations to bring a copy of the lesson plan to the interview</li> </ul> <p>Although it can be extremely valuable to see how someone responds when they are unsure of the situation they're entering, the goal of the demo lesson is to determine how well the candidate can deliver a lesson and the means in which they communicate/work with students and adults.</p>

	<p>During the demo lesson, if deemed appropriate and available, teachers either within the grade level team of the proposed candidate or in the same department as the proposed candidate should be welcomed to participate in the evaluation. This is a chance to extend leadership opportunities to teachers who have demonstrated mastery of what it means to be an SHPS teacher.</p> <p><u>Non-Local Candidates:</u></p> <ul style="list-style-type: none"> <li>Request the candidate video a lesson and send it to you</li> </ul> <p><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>Travel to see the candidate in his/her current school environment*</li> </ul> <p>Hiring Manager and other staff participants should use the Demonstration Lesson Scoring Tool</p> <p>Hiring Manager conducts a lesson debrief with candidate just as he/she would with an SHPS teacher. The goals are to see how the candidate reflects on his/her lesson as well as how he/she takes feedback</p> <p><i>*As this is not factored into recruiting costs, travel expenses will come directly from the Hiring Manager's budget</i></p>
<i>Supporting Documents</i>	Demonstration Lesson Scoring Tool
<i>Length of Time</i>	Up to 1 hour or more depending on candidate (Demonstration lesson is a maximum of 20 minutes; additional time for school / classroom observations and lesson reflection)
<i>If PASS</i>	Hiring Manager proceeds to reference check
<i>If NOT PASS</i>	<u>Hiring Manager</u> sends a rejection email using the applicable CCT and <u>notifies HR</u>
<i>SHPS Response Time</i>	Flexible depending on timeline of other finalist candidate(s)

Reference Check: A minimum of two reference checks should be done on every candidate you wish to make an offer to. Hiring Manager may ask HR to make reference checks on his/her behalf. See Appendix for Reference Check Best Practices

Candidate Selection: Hiring Manager will determine a final candidate.

**A verbal offer should not be made to any candidate until Hiring Manager has an HR Consultation.**

#### **D. Offer Of Employment**

HR Consultation: Hiring managers have a brief meeting with HR *prior to making the verbal offer*. HR and Hiring Manager review the RFH for accuracy and ensure the Hiring Manager has all the correct information to communicate to the candidate.

Verbal Offer: Hiring Managers should contact the candidate via phone and make the initial offer verbally. The verbal offer should be clearly articulated to the candidate and should include all of the following:

- Salary
- Sick and vacation accrual
- Eligibility for health benefits
- Work calendar
- Start date
- Date by which candidate needs to respond to accept or reject offer (minimum of 24 hours)

The Hiring Manager cannot initiate an offer that exceeds the salary approved on the Requisition.

The Hiring Manager should state that the verbal offer is contingent upon a final signed offer letter and successful processing (background check etc.) .

Counter Offers: The Hiring Manager cannot accept a counter offer from a candidate that exceeds the salary approved on the Requisition. The Hiring Manager must get approval in writing from the CBO if he/she wishes to increase the approved salary amount.

Relocation Expenses: The Hiring Manager can determine via his/her own budget if relocation expenses can be reasonably covered depending. This is offered on a case-by-case basis in the form of a maximum reimbursement. The typical amount offered for a relocation stipend at SHPS is \$2,000 for a semi-local candidate (ie: moving from within California) to \$5,000 for a long distance candidate (ie: moving across the country). Consult the Accounting Department for details on how to reimburse candidates for relocation expenses.

Once the Hiring Manager receives a verbal acceptance from the candidate, the Hiring Manager will log onto Talent Ed to complete the hire process. ([www.sthopepublicschools.org](http://www.sthopepublicschools.org) >> Careers >> Admin >> Application Manager >> Select Candidate >> Begin Hire >> Submit).

***New employee processing will not be initiated unless a completed Hire Form is submitted via Talent Ed 5 days before the anticipated start date.***

HR will draft the official offer letter depending on the terms of employment put forth in the Requisition and the Hire Form. The offer letter will then be forwarded to the Hiring Manager for final review before the Hiring Manager sends the offer letter to the candidate. An offer letter will not be generated without submitting the Hire Form on Talent Ed. Without exception, offer letters must be signed by both the candidate and the Hiring Manager before the candidate is considered an employee. ***Given the legalities around offers, at no time should Hiring Managers draft or edit offer letters.***

Rejecting Candidates: It is St. HOPE Public Schools policy not to give specific feedback on why a candidate wasn't chosen for a position. Depending on the stage in the hiring process, HR or the Hiring Manager chooses the appropriate CCT which gives general information about why a candidate was not selected. Should the Hiring Manager deliver a rejection by phone, he/she should not include feedback on the interview process.

Application Retention: All applications gathered by HR within the above process shall be held for a minimum of one year in electronic format.

## **E. New Employee Processing**

HR must receive the Hire Form via Talent Ed from the Hiring Manager no less than 5 days from the scheduled start date to allow adequate time for employee processing.

After the Hire Form is received by HR, a confirmation will be sent to the Hiring Manager via email. HR will then begin processing the new employee using the New Employee Hiring Checklist. HR will reach out to the new employee directly to schedule a new hire meeting.

HR will not remove job postings until a chosen candidate reports for work on his or her scheduled start date.

#### Request for Property & Technology

After the Hire Form is received, HR will send a Property and Technology Request form to the Hiring Manager for completion and signature. This form will be completed by the Hiring Manager, returned to HR, who will coordinate the request with the IT department. The Hiring Manager will be carbon copied on the email.

Keys: Hiring Manager lists keys the new employee will receive on the form so SHPS has a formal record and can collect all keys when employment ends. It is the Hiring Manager's responsibility to get the appropriate keys to the new employee on his/her first day of employment.

Technology: All technology requested on the form (E.g. computer, phone etc) will go directly to the Hiring Manager. It is the Hiring Manager's responsibility to get the technology to the new employee on his/her first day of employment.

#### New Hire Meeting

Prior to a new employee's first day, HR and the new hire will have a new hire meeting lasting approximately 20-30 minutes. At the meeting the new hire will receive:

- A verbal explanation of all benefits
- A written copy of the benefits overview
- Written instructions and forms for all new hire paperwork
- The SHPS Employee Handbook
- The relevant work calendar
- Instructions for completing timesheets (if applicable)
- The anticipated first pay date\*

*\*This is contingent upon employee submitting all payroll documents 5 days prior to the pay date*

All processing paperwork will be completed as per the New Employee Hiring Checklist.

New employees will be instructed to return all HR paperwork, completed live scan and TB test at least 48 hours before their anticipated start date to avoid their start being delayed. The new employee will hand deliver all materials to HR within the allotted time.

HR will inform the hiring manager via email when official paperwork is complete and employee has clearance to begin work. A new employee should not begin work unless the Hiring Manager has received an email verifying clearance to begin work from HR.

The original PAF shall remain with HR.

PAYROLL CHECKLIST: The following documents will be entered into a database and given to Payroll for processing *the day they are all received*. HR will send an email to Payroll noting the time and day these documents were sent.

These documents must be received by Payroll 5 days prior to pay date. If all documents are not received 5 days prior to pay date, the new employee's first paycheck will be processed for the next pay period.

If this is the case, HR will notify the employee immediately and carbon copy the Hiring Manager.

- ☐ Completed Hire Form via Talent Ed
- ☐ Completed Benefits Summary Checklist, indicating number of dependents covered

- ☐ Drivers License plus a Social Security card or Passport
- ☐ W-4
- ☐ I-9
- ☐ Completed STRS enrollment form (if eligible)
- ☐ Completed Emergency Data form
- ☐ Completed Direct Deposit (optional) form
- ☐ Voided blank check

**INSURANCE CHECKLIST:** HR verifies that the new hire has successfully enrolled in benefits online. HR will file a copy of the benefits enrollment confirmation.

- ☐ Medical Enrollment
- ☐ Dental Enrollment
- ☐ Vision Insurance
- ☐ Employee Contributed Reimbursement
- ☐ Life Insurance Enrollment

**New Hire Start Day:** It is the responsibility of the Hiring Manager to coordinate the new employee's first day and his / her orientation. All new employees should be instructed to report to Hiring Manager on their first day. The Hiring Manager or his/her designee should provide the new employee with:

- Keys
- Technology
- Schedule
- Staff directory
- Additional relevant orientation materials (E.g. school site specific Handbook etc)

### **III. FORMS AND SUPPORTING DOCUMENTS**

- Requisition
- Job Description Template
- Application Screening Indicators
- Written Question Prompts & Scoring Guide
- Phone Screen Questions & Scoring Guide
  - School Leaders, Teachers, Deans, Counselors
  - All Other Positions
- Interview Guides
  - School Leaders
  - Teachers
  - All Other Positions
- Demonstration Lesson Scoring Tool
- Salary Conversation Best Practices
- Reference Check Best Practices
- Candidate Communications Templates
- Personnel Action Form (PAF)
- Property and Technology Request (PTR)
- New Employee Hiring Checklist



## Commitment to Excellence Contract

At Oak Park Prep, we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education and abides by the school's cultural expectations. Parents, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the community.

STUDENT:	
<ul style="list-style-type: none"><li>● Arrive at school on time, in proper uniform, and attend classes prepared to work;</li><li>● Commit myself to achievement all day, every day;</li><li>● Make the school a safe and orderly environment by being respectful and courteous;</li><li>● Complete all homework assignments thoroughly and on time;</li><li>● Seek help when I need it; and</li><li>● Follow our Core Values at all times– to be Prepared, Respectful, Engaged, and Professional.</li><li>● Follow the school's rules and accept responsibility for my actions.</li><li>● Engage in 10 hours of community service to uplift Oak Park and neighboring communities.</li></ul>	
Student Name (Please print):	
<b>Student Signature:</b>	<b>DATE:</b>

PARENT(S) / GUARDIAN(S): I / We agree to:	
<ul style="list-style-type: none"><li>● Ensure my child arrives to school on time, in proper uniform and attends classes prepared to work;</li><li>● Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's behavior and success;</li><li>● Support my child by maintaining high academic and behavioral standards;</li><li>● Attend parent-teacher conferences;</li><li>● Check and sign all of my child's homework every night to ensure it is completed thoroughly and on time; and</li><li>● Review and sign weekly progress and PREP reports</li><li>● Follow the school's rules and accept responsibility as a partner in my child's learning.</li><li>● Be active members of Oak Park Prep Academy and serve 10 hours of school service.</li></ul>	
Parent/Guardian's Name(s) (Please print):	
<b>Parent's Signature(s):</b>	<b>DATE:</b>

ADMINISTRATORS AND TEACHERS: We agree to:	
<ul style="list-style-type: none"><li>● Arrive to school on time to provide for an academically rigorous college preparatory environment;</li><li>● Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;</li><li>● Communicate regularly with families;</li><li>● Assess students regularly and fairly; and</li><li>● Follow the school's rules and accept responsibility as partners in the students' learning.</li><li>● Support students to become exceptional, productive, and positive people.</li></ul>	
Name (Print):	
<b>Signature:</b>	<b>DATE:</b>



# Operations & Culture Manual

## 2014-2015

*Oak Park Prep educates students in grades seven and eight to excel in a rigorous high school, succeed at a four-year university, and lead in their chosen profession.*

\* \* \* \* \*

Much of this manual was inspired by or can be attributed to Excel Academy Charter School. Oak Park Prep has benefited greatly from observing and learning from Excel and we encourage you to learn from and build upon our work.

Please attribute responsibly, as we have tried to do in this document.

\* \* \* \* \*

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XIV. Teacher Responsibilities Outside the Classroom

## **I. INTRODUCTION**

### **Mission**

Oak Park Preparatory Academy educates students in grades seven and eight to excel in a rigorous high school, succeed at a four-year university, and lead in their chosen profession.

### **Vision**

We are founded upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park Prep's stakeholders are exceptional in *who we are*.

### **We are...**

#### *Hard workers*

Oak Park Prep students and staff spend over nine hours at school every day to ensure that students experience continuous academic growth and success. During those nine hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Every day Oak Park Prep students receive two-hundred and ten minutes of literacy instruction because we believe that literacy is the most important skill which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

#### *Disciplined leaders*

The Oak Park Prep community believes that a "no excuses" culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.

#### *Accountable stakeholders*

Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.

#### *Achievement-oriented professionals*

Student achievement is Oak Park Prep's bottom line. We believe that numbers don't lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.

#### *Continuously improving scholars*

The phrase "good enough" do not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the

smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

Because of who we are, we are also GAP CLOSERS and GAME CHANGERS. We work tirelessly, relentlessly, and with unconditional optimism to produce exemplary academic outcomes for our students and close the achievement gap in our community.

### **Core Values**

Oak Park Prep is characterized by rigorous academics and a college going culture. We strive to build a strong community within the school and work to actively engage our students in their learning. We believe that the more students are invested in school, the less opportunity there will be for disruption. As a result, all school stakeholders agree to operate with PREP values– Prepared, Respectful, Engaged, and Professional. Staff, students, and parents are all expected to be...

#### *Prepared*

We come to school with lesson plans and homework completed. We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.

#### *Respectful*

All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.

#### *Engaged*

When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.

#### *Professional*

We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.





St. HOPE Public Schools opened its doors in 2003 with a clear vision: to create one of the finest urban pre-kindergarten through 12<sup>th</sup> grade public school systems in America. Our students attend longer school days, are held to high expectations for academics and behavior and focus on preparing to obtain a college degree.

We provide a unique network of schools that guides our students from preschool through high school to college. Students gradually build a foundation of academic achievement, community responsibility and confidence empowering them to become educated leaders within their communities. Our rigorous curriculum has closed the achievement gap and dramatically increased the number of graduates who go on to college.

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. In 2012 88% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal. Because all of our schools share these goals, we also share the Five Pillars which provides the foundation for our schools' academics and culture:

1. *High Expectations*

St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and intrinsic rewards and consequences for academic performance and behavior.

2. *Choice and Commitment*

Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. *More Time*

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. All SHPS, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges.

4. *Focus on Results*

St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. *Power to Lead*

St. HOPE Public Schools trains all students to become leaders and our staff models leadership qualities. Principals are given independent control of staffing and budget decisions and staff members are charged with leading their students to academic success. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.

## II. THE DAILY SCHEDULE

### Monday, Tuesday, Thursday, Friday Class Schedule – Oak Park Prep – 2013- 2014

Period	Period	Stanford	Cal	USC	UCLA	UCD
Home room	7:40 – 7:55					
1	7:55 – 8:58	Math A	Social Studies	Math A	ELA - JJ	Science
2	9:00 – 10:03	Guided Reading**	Math A	Science	Math A	ELA - JJ
3	10:05 – 11:07	Social Studies	Guided Reading **	ELA - JJ	Science	Math A
Pre-Lunch Transition	11:07 – 11:12					
Lunch	11:15 – 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
4	11:50 – 12:53	Math B	ELA	Math B	Guided Reading **	Social Studies
5	12:55 – 1:58	Science	Math B	PE	PE	PE
6	2:00 – 3:03	PE	PE	Social Studies	Math B	Guided Reading **
7	3:05 – 4:03	ELA	Science	Guided Reading**	Social Studies	Math B
Home Room	4:03 - 4:05					

### Wednesday Schedule

Period		Stanford	Cal	USC	UCLA	UCD
Home room	7:40 – 7:55					
1	7:55 – 9:00	Math A	Social Studies	Math A	ELA - JJ	Science
2	9:02 – 10:07	Guided Reading**	Math A	Science	Math A	ELA - JJ
3	10:09 – 11:14	Social Studies	Guided Reading **	ELA - JJ	Science	Math A
Pre-Lunch Transition	11:14 – 11:19	Advisory	Advisory	Advisory	Advisory	Advisory
Lunch	11:20 – 11:50	Lunch	Lunch	Lunch	Lunch	Lunch

<i>Advisory</i>	<i>11:50 – 12:25</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>	<i>Advisory</i>
<i>Elective 1</i>	<i>12:25 – 1:15</i>	<i>Elective 1</i>	<i>Elective 1</i>	<i>Elective 1</i>	<i>Elective 1</i>	<i>Elective 1</i>
<i>Elective 2</i>	<i>1:15 – 2:05</i>	<i>Elective 2</i>	<i>Elective 2</i>	<i>Elective 2</i>	<i>Elective 2</i>	<i>Elective 2</i>

### **III. DAILY PROCEDURES**

#### **Teacher Arrival**

Even before the first bell rings, it is critical that teachers and students alike do everything possible to prepare for the ensuing school day. Teachers are expected to arrive no later 7:15am daily. From 7:30 – 7:35 Oak Park Prep’s teachers will participate in an all staff check-in to touch base and highlight any changes to the day’s schedule or operations. Students should not enter the school grounds before 7:15am unless they have received permission from a staff member. If a particular student is consistently arriving before 7:15am, his/her family will be contacted by the principal and a mutually agreeable solution will be found.

#### **Student Arrival**

At 7:35 all staff members should be in place for morning student arrival (see coverage schedule). One staff member will be posted at the gate on the North side of campus close to the intersection of 35th and V Streets. Two staff members will be posted inside the Fieldhouse at the professional work and cell phone drop-off table. The South entrance of the Fieldhouse will be designated for 7<sup>th</sup> grade, and the North entrance for 8<sup>th</sup> grade. A third teacher will be posted in the middle of the Fieldhouse to oversee breakfast distribution and assist as needed on either side. All other teachers will be in their respected homerooms.

At 7:15 the staff posted at the entrance point will open the gate and allow students to enter. Before students enter, the staff at the gate should shake each student’s hand, greeting them warmly, and conduct a cursory uniform check (shoes, pants, belt, uniform shirt tucked in). If the staff notices any part of a student’s uniform that is out of compliance, the staff should first try to speak with the student’s parent at the gate if they have dropped off the student to try to remedy the issue. If the uniform issue cannot be remedied quickly the student must report to the main office where the assigned staff will call their parents to inform them of the uniform violation. Students will then wait for a parent/guardian to bring in the necessary uniform attire, or will check our uniform loaners.

After students enter the gate they are to proceed directly to the southeast entrance, 7<sup>th</sup> grade, and northeast entrance, 8<sup>th</sup> grade of the Fieldhouse. Students will not walk across the football field and will not take more than 3 minutes to walk gate to gate around the track to ensure that everyone is on time and ready for school. Students arriving after 7:30 will not be served breakfast. Gate closes at 7:35 am

In the event of a rainy day or a wet track, we will make every effort to ensure that students can move gate to gate with the minimum inconvenience possible. Students should walk on the two concrete curbs between the track and the field on wet days to avoid stepping in mud. On wet days students will not purposely step in puddles or mud, or get their clothing or the clothing of others wet or muddy.

### **Professional Work and Cell Phone Collection**

Once inside the Fieldhouse students will quietly (Voice Level; soft) approach the professional work and electronic device collection table. **Students will first turn in the nightly professional work in the designated bin (posted on the table will be a sign reminding students to double check to ensure his/her name is written on the work, he/she placed the his/her assignments in the correct bin).** If students bring electronic devices (cellphones, mp3 players, headphones, tablets) to school, they will turn in their electronics to the teacher at the table. Students should first hand their electronics in a labeled Ziploc bag to the teacher and then sign the cell phone login sheet which is placed inside the bag. It is critical that the teacher posted at the table receives the electronic device before the student signs the login sheet to ensure that Oak Park Prep actually receives the phone the student is signing for. If a student needs extra time to take out his/her professional work or electronic device, he/she should step out of line to prevent the line from stalling.

### **Breakfast**

Once students turn in their professional work they are to pick up their breakfast, moving through the line quickly, and will then sit down at their designated table. Students who choose not to eat school breakfast will proceed directly from the professional work collection table to their homeroom.

From 7:15 – 7:35 the noise level in the room will be on Soft so students are able to move through the professional work table and breakfast line quickly and efficiently. Any students who are unable to meet this expectation will eat breakfast apart from the community. As soon as students finish with breakfast they go directly to homeroom and may not reenter the Fieldhouse. Students are expected to keep the Fieldhouse sanitary by avoiding spilling their breakfast on the table or on the Fieldhouse floor. If any spills occur students are to immediately notify a staff member. After students finish breakfast they are to ensure that their space on and around the breakfast table is trash and spill free. The designated student helper and the supervising teachers will monitor this process to ensure the Fieldhouse is kept clean. After students have left the breakfast table, the student helper will wipe down the tables with the Clorox wipes.

From 7:15 - 7:35 (the Office Administrator arrives at 7:30) the students are free to use the **bathroom once they are prepared for class. They must have all academic materials in their desk, and all other personal items in their cubby.** If a student needs to use the restroom they are to raise their hand with the bathroom sign and after the teachers acknowledges the students request they must use the **bathroom pass.** Teacher should not allow more than one boy and one girl to use the restroom at a time. No more than four boys and four girls should be permitted to be in the restrooms at one time (the number of stalls in each restroom) and when students have finished using the restroom they are to return directly to their homeroom with the bathroom pass. At 7:35 the last students should be allowed in the bathroom. At 7:38 the bathrooms should be locked and all students should be back in their homerooms.

At 7:35 the Dean of Students will dismiss one homeroom at a time to walk to class. They will alternate between 7<sup>th</sup> and 8<sup>th</sup> grade to allow space between classes. Homeroom teachers will be prepared and waiting at door to receive students.

At 7:35 the staff supervising student entry at the gate will lock the gate and proceed to the gym ensuring that all students who entered through the gate are off the track and have entered the Fieldhouse.

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At 7:40 all students should be seated and prepared for homeroom to begin.

### **Morning Arrival**

Upon reaching their classrooms, students will proceed directly to their desks, take out all daily materials, and return backpacks and all personal items to their pre-assigned cubbies. All personal materials including, purses, gym clothes, lunch boxes, and snacks must remain inside of backpacks during school hours. After placing personal items in cubbies, students will warmly greet the teacher by shaking their hand and then proceed directly back to their seat. Teachers will be circulating, greeting, and monitoring students as they enter and prepare for homeroom. No student should return to their desk without being greeted by the teacher. The teacher will warmly shake each student's hand before returning to their seat. Tardy students will enter classroom, go straight to cubby, remove all academic materials and leave all personal materials inside of their backpack which remains in their cubby for the remainder of the day. Tardy students then must greet the homeroom teacher with a handshake and also deliver tardy pass.

The student noise level during morning arrival will be on soft voices. By greeting each student after going to their cubby teachers should regulate the flow of students into the room so the cubby area does not become overcrowded. If the cubby area becomes congested students should take a step back and wait for the current students at the cubbies to gather their materials and clear the area. Teachers should monitor to ensure all student personal items are in cubby, and check uniforms as students return to their seat.

Once at their desks, students will place their folders/books for all classes in their desk. Finally, students will make sure they have their independent reading books and two sharpened pencils. If time remains students will read their independent reading books or talk to a neighbor in their assigned seat using soft voices. At 7:39 the homeroom teacher will raise their fist to signal the transition to CNN Student News. Before beginning CNN Student News, the teacher will take attendance using Illuminate and submit attendance electronically. Teachers should only mark students that are absent and not tardy. Once the entire class meets the expectation of silence and attendance has been taken, the homeroom teacher will begin playing the 10-minute program. ~~Administrators will visit each homeroom during the 7:40 to 7:50 time slot to ensure all students have met dress code.~~

### **Tardy Student Procedures**

Students who are not in their homeroom by 7:40am will be marked as tardy. After 7:35am the gate will be locked and students must enter through the main entrance at 34<sup>th</sup> and Y street. Parents need to park in the visitor lot and walk their student through the commons and back to the middle school campus. Parents should not drop children off and let them enter the campus by themselves after 7:38am as there are no Oak Park Prep staff available to watch them.

Tardy students will report to the main office where the Office Administrator will mark them tardy in Illuminate as well as mark the paper copy of the tardy student log. The Office Administrator will complete a full uniform check (shoes, socks, pants, belt, uniform shirt tucked in, jewelry, hair) and will have them turn in their professional work and cell phone if necessary. Once the student completes all tasks they are to report to class. They will walk into class ~~and put all personal materials into their cubby and remove all necessary school materials. The student will then wait for teacher to accept tardy pass and warmly shake their hand before heading to their seat.~~

As a rule, tardy students are to move as quickly as possible to catch up to the class without creating distractions (asking questions about what they missed). Please see our family handbook for information on Oak Park Prep's policies on students with multiple tardies.

### **Transitions between Classes**

Having fluent transitions is often the difference between getting through an exciting lesson and running out of time - an outcome that means failing to complete critical summative activities like recapping and reviewing the lesson or introducing homework. Messy transitions are also an invitation to disruptions and conflicts that continue to undercut the classroom environment even after the class has started.

The first important aspect of a successful transition is the physical movement of teachers throughout the campus. In other words, from a teacher's perspective, where am I supposed to be and when am I supposed to be there?

The second and equally important aspect of a successful transition relates to classroom procedures. Students must be given clear expectations for how to end one class and begin the next. For this reason, the following procedures should be used in transitioning. Three minutes before the end of the period, teachers should wrap up their regular lesson as they typically would, closing the lesson and awarding PREP blocks.

- With one minute remaining the teacher has fully wrapped up the class – please be very sensitive to the clock – he/she should already have students clear their desks.
- ~~The arriving teacher should arrive at least 1 minute early.~~
- ~~The departing teacher will raise their fist indicating a silent and tracking class. The teacher will then announce: “Thank you, (homeroom name).” The class, in unison, responds: “Thank you, (teacher name).”~~
- ~~At this point, the arriving teacher will proceed to the front of the classroom while the departing teacher exits the classroom, and they exchange “merit clipboard”.~~
- ~~The arriving teacher will address the class and say: “Good morning/afternoon, (homeroom name).”~~
- ~~The class, in unison, responds: “Good morning/afternoon, (teacher name).”~~
- ~~At this point, the subsequent period commences.~~
- Students will be excused to line up in twains at the door.
- One side will be dismissed at a time to walk out..
- Teacher will greet each student about their exit, and direct them to their next class.
- The accepting teacher will be at the door to green students and let them immediately enter, or line up in their designated spot.

The optimal transition between classes should take less than ~~30 seconds~~ 2 minutes. If our transitions are executed at a high level over the course of the school day ( 6 transitions per day), this should save the school nearly 18 minutes of instructional time per day (assuming other schools take about 5 minutes to transition between classes when students switch rooms). Over the course of our 176 day school year this saves 53 hours or 9 days of instructional time (on the traditional 6 hour school day). Clearly, these routines will take practice to master, however the upfront investment of our time in training our students on them will pay off enormously throughout the year.

### **Morning Break** Decide YES/NO

A second teacher will assist with both 7<sup>th</sup> and 8<sup>th</sup> grade breaks.

7<sup>th</sup> grade teachers should wrap up the end of their period 2 classes as they normally would, including “Thank you”. When the teacher has fully wrapped up the class – please be very sensitive to the clock – he/she should:

- Ask boys to raise their hand if they need to use the bathroom. On the board, list the boys initials in the order they will be dismissed to the bathroom. (This responsibility may not be handed off to a student.)
- Ask girls to raise their hand if they need to use the bathroom. On the board, list the girls initials in the order they will be dismissed to the bathroom. (This responsibility may not be handed off to a student.)
- Reference the Noise Level Meter and reiterate break expectations. (Soft voices)
- Inform students that their break has begun. Inform the first four boys and first four girls on the list that they may take their respective passes and use the bathroom. (See Bathroom Procedure during Break on following pages.)

7<sup>th</sup> grade breaks take place in the classroom. Acceptable student activities during break include reading, talking at a soft level with teachers and classmates, or eating a snack. All regular classroom rules apply during break with the following exceptions:

- Students may draw, but not on the white board.
- Students may do their own hair and beautify themselves.
- Students may move throughout the room, but they may not run or congregate near the door.
- Students may talk without raising their hand and being called upon.
- Students may eat and drink, if they have brought food from home. Junk food, soda, and sunflower seeds are not allowed. They may only bring in water, and personal single sized food servings.

8<sup>th</sup> grade teachers should wrap up the end of their Period 3 classes as they normally would, including “Thank you”. When the teacher has fully wrapped up the class – please be very sensitive to the clock – he/she should:

- Verify that a second teacher is posted outside
- Reiterate break expectations for the students, voice levels at productive and professional and students must remain north of P6 so as not to disturb the 7<sup>th</sup> grade classrooms.
- Stand at the door and dismiss students row by row to exit outside, monitoring cubby area as students grab desired personal belongings.
- Proceed outside to monitor students.
- Grab the bathroom passes and stand at the south end of the blacktop. Any student who needs to use the bathroom will request a pass from the teacher and proceed directly to the bathroom. No more than 4 boys and 4 girls will proceed at one time.

8<sup>th</sup> grade breaks will take place on the north blacktop area. Acceptable student activities during break include reading, talking at a reasonable level with teachers and classmates, or eating a snack. Two minutes before break ends a staff member will blow a whistle signaling all students to line up.

- Students will line up on the metals grate, one foot on each side.
- Students will line up in alphabetical order.
- With 1 minute remaining Teacher will hold hand up and count down from 5, 4, 3, 2, 1, and all students will be silently lined up in a perfectly straight line
  - Any student who struggles to line up will be issued a demerit spend the first two minutes of the following days break practicing lining up.
- Teacher will walk up and down the line checking uniform, and giving any desired instructions for class.
- Teacher will then shake each student’s hand as they enter their classroom and proceed with class

#### Teachers’ Management Responsibilities During Break

While it is tempting to use breaks as an opportunity to build rapport and relationships with students, it is essential that staff members actively monitor student behavior and conversations during this time. There are legal reasons for why we need to be active managers of the space during breaks, but as importantly, this time is incredibly important for school culture. During breaks, students are in the safe, protected space of the classroom. If we let our guard down at this time, things can occur on our watch which can undermine our strong culture.

The second teacher on break duty will report to their assigned classroom and co-monitor break. In 7<sup>th</sup> grade one teacher will always remain at the door monitoring students who are using the restroom. In 8<sup>th</sup> grade teachers will spread themselves around the blacktop area. (North, South, East and West end of the blacktop.)

Students should relax and enjoy safe social time during breaks. Effective monitoring can be accomplished through smart positioning (e.g., near crates or doorways), continuous movement throughout the classroom, and keeping eyes and ears open to all student activity and conversation. Staff members covering break should actively monitor the bathroom list and ensure a constant flow of students to the bathroom until every student on the list has visited the bathroom.

Staff members covering break should:

- Always assume the role of class manager during break and lunch coverage.
- Just as when teaching, you are responsible for the safety and behavior of every student in the room.
- Be aware of what is going on in the class and enforce school expectations.
  - For example, if students are whispering in the corner of the room, chances are they are talking about something they are not supposed to be talking about. It is your responsibility to uphold the integrity of the space and end this conversation.
- Avoid working on laptops or prepping for the next lesson while managing the class.
- While speaking to individual students, make sure to monitor the entire class/blacktop and interrupt your conversation to enforce expectations (i.e. positioning your eyes and body in a manner that ensures you have view of entire classroom/blacktop).
- Circulate around the room/blacktop so you can be aware of general activity. By simply being a physical presence, you will eliminate many undesirable behaviors.
- Pay special attention to the crate area and the doorway; students should not be congregating in these areas.
- During breaks, the covering teacher monitors the homeroom's noise level. In 7<sup>th</sup> grade if the noise level exceeds acceptable limits, students must return to their assigned seats and remain silent until the break is over. In 8<sup>th</sup> grade if the noise level exceeds acceptable limits, or students are not following break rules students must line up and return to their assigned seats and remain silent until the break is over.

If you do need to do something that will take you out of the role of active manager, please ask the principal to arrange coverage for you. Additionally, if set up is required for your next lesson, request assistance or use the time while students are doing the Do Now to set up instead of using break coverage.

#### Teachers' Responsibilities at the End of Break

During 7<sup>th</sup> grade break when one minute remains in break (9:39 am), the teacher should turn the noise level meter to Library Level at this time, set the classroom time for one minute, and alert the class that one minute of break remains. Students may not have access to their crates after the one minute warning. All students should return to their seats with desks cleared in anticipation of period 3. Any student who has not met these conditions by the end of break (9:40 am) is considered late to class and will be issued a demerit. When the timer rings, break is over and period 3 has officially begun. The period 3 teacher will announce: "Good morning, (homeroom name)." The class, in unison, responds: "Good morning, (teacher name)." At this point, class begins.

During 8<sup>th</sup> grade break when two minutes remain, one staff member will blow a whistle and the students should be lining up in their assigned spots on the grate. With one minute remaining the receiving teacher will count from 5-4-3-2-1 to ensure all students are lined up. She/He will then proceed down the line checking for uniform and giving any necessary instructions. Teacher will then shake hands with each student as they enter the door. If students need to drop off personal items they may head directly to their crate and then proceed directly to their desk. Teacher will then transition to class with the normal greeting.

#### Bathroom Procedure During Break

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Bathroom use is allowed and encouraged during breaks. Since we do not want students to leave class for the bathroom, we should proactively message to students that break is their time to use the bathroom. In each classroom, there will be six laminated bathroom passes: three passes for males and three passes for females. No more than four males and four females should be outside of the classroom at one time. Students in the hallway must have a bathroom pass with them at all times, or they will receive a demerit. Due to limited facilities, it is important for this process to be very efficient. No students should be allowed to leave homeroom with a blue pass for the bathroom with less than three minutes remaining in the break. In rare circumstances (e.g., if a class preceding break runs late, and into break), one student at a time may be use a the red emergency bathroom pass (without penalty) beginning with three minutes left in break and running into the subsequent class period until all students have used the bathroom.

8<sup>th</sup> grade teachers will run a similar system except they will hold their passes outside. No more than three males and three females should use the bathroom at one time.

Staff members who are not in the classroom will serve as hallway and bathroom monitors to ensure students are moving to and from the bathrooms quickly, behaving appropriately while outside of their classroom, and using their bathroom time efficiently.

### **Grading Professional Work**

Holding our student accountable to completing their professional work (assigning it, collecting it, grading it, tracking it, and enforcing it) is a key components of helping our scholars learn habits which will make them successful in high school, college, and their future professions. Therefore, it is of utmost importance that teachers and staff closely follow all procedures around professional work. Tightly enforced systems communicate to our students and families the high level of importance we place on professional work.

Every morning homeroom teachers should quickly check all scholars PW. During CNN morning news scholars will place PW on their desks and teacher will circulate and track for completion. **NEED TO DETERMINE TRACKING METHOD.**

~~All core subject area teachers have planning time during either first or second period. During that time teachers are expected to grade their students' professional work which was turned in that morning. Teachers should grade/check PW and return it within 24 hours. At minimum teachers should grade professional work for completion, neatness, and basic grammar. At least once per week teachers should grade homework for accuracy. Every day teachers will enter grades into their homework trackers and record all students who did not meet professional work requirements on the professional work club tracker. They will mark incomplete and poor quality as unprofessional, and missing work as missing. By the end of second period all teachers should turn in their professional work club trackers to the Office Administrator so he/she can send out autocalls to the parents of students who will be attending professional work club.~~

### **Transition to Lunch**

Teachers should end their 3<sup>rd</sup> period class as they normally would with all students standing behind their chairs pushed in.

- First the teacher will dismiss platinum and silver scholars to lunch
- Secondly the teacher will allow students who have packed lunches to retrieve them from their crates/backpacks and line up at the door.

- Once all students with packed lunches have lined up, the teacher will call out rows of desks (one row at a time based on who is meeting expectations) to line up inside the door. The noise level while students are lining up will be on Silent.
- Once all students are in line, the teacher will ask the students to exit the classroom. The teachers on lunch duty will be waiting outside to help escort students from Oak Park Prep to the Oak Park Prep cafeteria.
- Students will walk across the parking lot briskly (no running or jogging) with one class leading and one trailing.
- [Students will form a line starting at the entrance and working around the edge of the patio.](#)
- [Silver Scholars, Platinum Scholars, and students with packed lunches will be allowed to enter first.](#)
- Students will enter the cafeteria on noise level soft. Students will line up in the lunch line on noise level soft in order to proceed along the lunch line. Students with packed lunches will proceed immediately to the lunch tables where the noise level will be on soft voices until all students are through the lunch line.
- Once all students have gone through the lunch line and are seated at the lunch tables the noise level will remain on soft.
- Students may only take weather appropriate clothes to lunch, and non-uniform clothes must be removed before entering the classroom.

## **Lunch**

Lunch is a key lever during the day to maintaining our schools positive and productive school culture. It is imperative that students have the opportunity to eat and socialize with their peers in a calm and friendly manner which upholds our high standards of behavior.

During lunch two teacher assistants, and one teacher will be assigned to monitor the cafeteria. [See lunch model.](#) All Staff on cafeteria duty should:

- Monitor and manage student behavior and enforce school expectations.
- Just as when teaching, teachers are responsible for the safety and behavior of every student.
- Avoid working on laptops or prepping for the next lesson.
- While speaking to individual students, make sure to monitor the entire cafeteria and interrupt your conversation to enforce expectations.
- Circulate around from table to table so you can be aware of general activity. By simply being a presence, you will eliminate many undesirable behaviors.
- During lunch, the covering teacher monitors the individual student's and tables noise levels. If the noise level exceeds acceptable limits, students must eat their lunch away from the community.
- Make sure no student leaves their seat without permission once seated.
- Monitor student cleanliness (spills, crumbs, trash, etc.).
- One teaching assistant will be responsible for monitoring lunch detention.
- [Students will be asked to sit alone if they throw food, yell, or move seats without permission.](#)

When 10 minutes remain during lunch (11:40 – 7<sup>th</sup>, 11:43 – 8<sup>th</sup>) ) the principal or teacher will give a 10 minute warning and have all students who need to use the bathroom raise their hands. The principal will dismiss students to line up for the bathroom. One of the teachers assigned to cafeteria duty will escort the selected student across the parking lot to Oak Park Prep's bathrooms. No more than four students should enter each bathroom at one time - the four remaining students should line up near the door and enter individually as individual students exit the bathroom. The teacher will stand near the bathrooms and maintain a line of sight between the bathrooms and the cafeteria to monitor students as they exit the bathrooms. When students finish using the restroom they will head to their homeroom and will begin lining up.

At 11:45 (11:48 – 8<sup>th</sup>) the principal will lower noise level from Productive and Professional to Library Level and students will be given three minutes to finish their lunch. After the principal lowers the noise level, one designated student at each table should rise to throw away their trash, move the trash cans to the ends of each table, and grab the Clorox wipes.

At 11:47(11:50 – 8<sup>th</sup>) the principal will place the cafeteria on library and signal each table to throw away their trash and walk to their homerooms. Students are to pour their milk/liquids into the designated buckets near the trash can. Students are to ensure that their space on and around the lunch table is trash and spill free. The designated student helper and the supervising teachers will monitor this process to ensure the cafeteria is kept clean. After students have left the lunch table, the student helper will wipe down the tables with the Clorox wipes.

At 11:48 (11:51 – 8<sup>th</sup>) , the teacher monitoring the bathrooms will clear the bathrooms and escort all remaining students to their homerooms to begin lining up. The receiving teachers will already be in place, waiting outside their door.

At 11:49 (11:52 – 8<sup>th</sup>) ) the receiving teacher will hold up their hand and count down from 5,4,3,2,1 and all students should be silently lined up and ready to transition to class ~~DEAR~~. The transition teacher will walk up and down the line checking for uniforms and giving and directions for class ~~DEAR~~. Any student who is not lined up will be issued a demerit spend the first two minutes of lunch the following day practicing lining up.

### **Transition from Lunch**

A successful transition from lunch back to the classroom is critical to re-establishing a focus on academics.

Upon silently lining up, the homeroom teacher will warmly greet each student at the door by shaking their hand. Teachers should stand in the doorway (one foot inside and one foot outside) and face the classroom for maximum visibility. No student should cross the classroom threshold without being greeted by the teacher.

Once students enter the classroom they will...

- proceed back to their desks and organize their materials quickly and silently. They already have all materials for the day so they should not need to access their crates.

~~The designated helpers will help place a DEAR book on every student desk after they have organized their own materials. Once all students are seated, the teacher will greet the class by saying: "Good afternoon, (homeroom name)." The class, in unison, responds: "Good afternoon, (teacher name)." The teacher will then say, "Please have a seat and turn your DEAR books to page...."~~

### **DEAR**

Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent. By fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year outside of school reading assignments. This is the equivalent of reading 25-35 books a year or 30 minutes a night. This is in addition to the 1.7 million words students read in school texts. Instead of the reading the necessary 2.8 million words, the average fifth grader reads only about 900,000. Although teaching vocabulary strategies helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, students need to read the recommended 15-30 minutes a night after the first grade.

Part of meeting our reading goals and building a culture of reading is through DEAR. During DEAR each homeroom will read a novel as a class. Since students will be reading different books during Guided Reading and independent reading, this will be the only opportunity where all students will be reading the same book.

During DEAR the teacher will lead a shared reading using Control the Game – however the teacher should take on the majority of the reading (over 50%) to model fluent, expressive reading. It is imperative that our student have fluent, expressive reading modeled for them so they understand what it sounds like for sustained periods of time. To prepare for DEAR, each teacher should estimate how many pages they will be able to cover and design several comprehension questions which review previously learned strategies that students should be familiar with from Guided Reading or Reading Comprehension. When one minute remains in class the teacher should stop the reading, give a lighting quick wrap up, and ask the three student helper to collect all of the DEAR books. The teacher should ask the class to take out their materials for their next class. When all DEAR books are collected and student materials are out, their fifth period teacher will enter the class and the normal class transition will commence.

In summary, the purpose behind DEAR is to:

1. Log additional student reading minutes/words for our scholars
2. Create investment and a strong culture of reading through shared reading
3. Model fluent, expressive reading for our scholars
4. Review previously learned reading strategies and standards through comprehension questions

### **P.E. (Physical Education) GOODMAN and JACKSON to EDIT**

Physical education is an important opportunity for our scholars to clear their minds and exercise their bodies. It is an equally important opportunity for us to teach our students teamwork, encouragement, sportsmanship and perseverance. It is also another key point during the day to maintain and build our school culture.

#### Transitioning to PE

Teachers should end their 7<sup>th</sup> period class as they normally would at 2:40pm for 7<sup>th</sup> and 3:30 for 8<sup>th</sup> grade, with all students standing behind their chairs pushed in. Next, teachers will...

- Ask boys (or girls depending on the class) to Silently retrieve their backpack from their crate and line up at the door. The girls will stay behind their desks.
- Ask the boys to walk to the next classroom in line and stop at the door.
- The girls from the next class (who just followed the same routine) will exit their classroom and enter the other. The boys will then enter the classroom which the girls left.
- At this point, all the boys should be in one classroom and the girls in the other with their possessions (female teacher with the girls, male teacher with the boys). This transition should take 2 minutes or less.
- Student will then be given 8 minutes to accomplish the following tasks on library level voices:
  - Change into their gym uniforms. Students may wear plain white or grey t-shirts and solid color shorts – no red or blue. Students can wear their gym uniform under their regular clothes or change in classroom. The following clothes are not acceptable;
    - Leggings
    - Tank tops
    - Cut off shirts (muscle shirts)
    - Shorts that are less than  $\frac{3}{4}$  down the thigh
    - Open toed shoes
  - Once students have changed they can...
    - Use the restroom – The teacher will follow the same routine to use the bathroom as is used during morning break

- Sit at their desks and read their independent reading books. Once students have changed clothes they are not to remain standing.
  - Fill up their water bottle.
- At 2:50 for 7<sup>th</sup> grade and 3:40 for 8<sup>th</sup> grade, the teacher will ask students to rise and dismiss students row by row to line up at the door.
- The teacher will then lead the students to either the Fieldhouse or the designated field to begin PE.

### Transitioning from PE

Students will be escorted back from PE by the PE teacher to the classrooms. Girls and boys will enter the classrooms where they changed at 3:20pm for 7<sup>th</sup> grade and 4:10 for 8<sup>th</sup> grade. Once students enter the classroom they will have 5 minutes (3:20 – 3:25, 4:10 – 4:15) to accomplish the following tasks on Library Level voices:

- Change from their PE clothes back into their uniform, and place their materials back their crate.
- Get a drink of water
- Once students are changed back into their uniform – students in the homeroom will sit in their desk, students who are “visitors” to the homeroom will line up at the door with their backpacks.

At 3:25/4:15 the teacher will have...

- The boys who are not in their homeroom will walk to the next classroom in line and stop at the door.
- The girls who are not in their homeroom from the next class will exit and enter their homeroom. The boys will then enter their homeroom
- At this point, all students should be in their homeroom. This transition should take 2 minutes or less.

Once students arrive in their homeroom they should...

- Proceed immediately to their crate, place their backpack, and transition to their desk (on Silent)
- All students should be standing behind their desks ready to greet their incoming teacher at 3:28/4:18pm.
- The 9<sup>th</sup> period teacher should start the class no later than 3:28/4:18pm

### **Afternoon Homeroom**

The end-of-day dismissal is often the busiest time of any day; consequently, there is a high potential for injury or behavior violations during this time. The risk for such occurrences is minimized if we are vigilant during this time. Smooth end-of day transitions depend heavily on staff members staying on schedule, students clearly understanding the expectations for behavior during this time, and all staff members having a strong presence in the classrooms and on campus.

Afternoon homeroom should start at 4:00pm ~~with the normal transition between classes~~. The teacher will greet the class and review PREP blocks for the day. She/He will calculate the total number of PREP block earned and create a running tally at the end of the chart. **COULD BE DONE DURING MORNING HOMEROOM.** The teacher will then engage the students in a reflective conversation about their PREP results. Discussing PREP strengths and PREP areas of growth. a read the list of students who will have second dismissal for professional work club and detention. The teacher will then instruct students that they will have 4 minutes to accomplish the following tasks on Soft Voices.

- Organize ~~their crate~~ and desk (no garbage or hanging papers)
- Pass out and organize PW folder and write PW into tracker
- Visit Mailbox to pick up PW
- Visit cubby to collect all personal supplies
- Ensure their independent reading books, independent reading journal, professional work folders, and any materials necessary to complete professional work are in their backpacks.
- Be seated with their backpacks organized and closed by 4:04 pm.

At 4:04 the teacher will...

- Do teacher and student shout outs and close out the day on a positive note.
- Teacher will stand at door and release students to walk towards exit
- Follow last student towards the patio to ensure all students are heading to their appropriate location.
- ~~Ask students who are not in PWC, detention, or study hall to line up for dismissal at the door.~~
- ~~The teacher will dismiss all students who are not in PWC, detention, or study hall on a one by one basis.~~
- ~~Ask students attending afterschool services to line up by PWC, detention, or tutoring. If one of these services takes place in the homeroom, those students will remain seated.~~
- Another teacher will collect the PWC, detention, or tutoring students and walk them to their assigned room.

### **First Dismissal**

All students student who will not be dismissed during first dismissal will be lined up by afternoon service, PWC, detention, or tutoring. Another teacher will collect the PWC, detention, or tutoring students and walk them to their assigned room.

Students will exit campus from the pool gate at 34<sup>th</sup> and W St. At 4:05 the principal and Oak Park Prep's Dean will be waiting outside the classrooms to supervise dismissal. Students who have checked in cell phones will proceed to the main office at 4:05 immediately to check out their phone (students will sign log and Office Admin will distribute). Oak Park Prep students who have siblings attending Oak Park Prep may wait for their sibling on the patio. Oak Park Prep students who go home with their sibling must walk with Oak Park Prep students and exit at the gate pool gate. Parents of Oak Park Prep student may also wait on the patio to pick up their students, park in the back parking lot, or park on 34<sup>th</sup> St.

Students are allowed to use the bathroom after school but may not linger near the bathrooms or P9 – P1. Students must remain in uniform while they are on campus, even if they are waiting to be picked up by a parent. Students may not go to the weight room without written permission from their parents. Students may not enter Sac High's campus or the Fieldhouse.

### **Detention/Professional Work Club/Tutoring/Afterschool Intervention**

After first dismissal students staying for PWC, detention, or study hall will transition to their afterschool location.

Detention will be held in Stanford 7, USC 8, PWC in Cal 7, UCLA 8, and study hall and small group support will occur in the pull-out room.

- Students attending voluntary study hall or small group support will be the first students to transition from their homeroom to the pull-out room at 4:30 immediately after first dismissal (teacher will follow the same routine as first dismissal).
- The study hall monitor will be waiting outside the classrooms to meet and escort these students to the pull-out room.
- From 4:30pm – 4:35pm all students in PWC/detention will ready their independent reading books.
- At 4:35pm detention and PWC students who are in the wrong room will swap rooms using the same procedure used during PE class.
- From 4:35pm – 4:55pm students in detention will complete the detention reflection form Silently – once students finish their reflection the detention monitor will review for completion and students may work on their homework Silently.
- From 4:35pm – 4:55pm students in PWC will work on their homework for that evening Silently.

### **Second Dismissal**



At 4:55pm all teachers will ask their students to pack up all their materials and ensure that their work space is neat and straight. At 4:57pm all teachers will ask their students to line up at the door. At 4:58pm all teachers will escort their students out of the classroom, around the track, and out the 35<sup>th</sup> and V gate. Students who have checked in cell phones will proceed to the main office at 4:58pm immediately to check out their phone (students will sign log and Office Admin will distribute). Parents and Oak Park Prepsiblings may wait on the patio for their Oak Park Prep students. Oak Park Prepsiblings must walk with Oak Park Prep students around the track and exit the gate on 35<sup>th</sup> and V is they are leaving campus with their sibling.

### **Wednesday Schedule**

Oak Park Prep's Wednesday schedule differs from the rest of the week. On Wednesday's student have four core academic classes, Community Meeting/circle, and two Enrichment classes. Our Core Subject area teachers end teaching classes at 2:05 pm to provide time for collaborative planning and professional development. From 11:50am – 2:05pm Oak Park Prep students who have [demonstrated PREP and have a PREP score over 80](#) will have academic enrichment classes.

### **Community Meeting/Weekly Advisory**

Students will transition from lunch to Community meeting/circle in a similar way as the transition to DEAR:

- Students will line up on the metals grate, one foot on each side.
- Students will line up in alphabetical order.
- With 1 minute remaining Teacher will hold hand up and count down from 5, 4, 3, 2, 1, and all students will be silently lined up in a perfectly straight line
  - Any student who struggles to line up will be issued a demerit spend the first two minutes of the follow days break practicing lining up.
- Teacher will walk up and down the line checking uniform, and giving any desired instructions for class.
- Teacher will then shake each student's hand as they enter they classroom and proceed with class

Community Meeting is a weekly grade-level assembly which provides the opportunity to: (a) reinforce the school's mission, (b) set specific and tangible goals for the coming week, (c) unite, celebrate, and promote Oak Park Prep's culture and community, (d) make school announcements and alert students of upcoming events, (d) recognize students publicly for superior accomplishments, and (e) introduce and discuss Oak Park Prep's virtues. Events to occur during community meeting:

- [Pass out grades, PREP scores and communication Folders](#)
- [Students track grades and PREP score](#)
- [Student redeem incentives for weekly PREP scores](#)
- [Class Tracking and goals setting \(PREP score, GPA\)](#)

When possible community meeting will be facilitated in a community circle. Students will move desks to the edges of the classroom and create a circle in the center of the classroom. The teacher will then ask a challenging question and the students will go around the circle answer the question. The norms of the circle are:

- 1) Right to pass (only once then they have to answer the second time).
- 2) Mutual Respect
- 3) No Put Downs
- 4) Active Listening

It is essential that we as a staff work together to ensure absolute and unblinking logistical execution of Community Meeting meetings due to their importance in setting the right tone for our student body. Staff members should actively monitor student behavior at this time. Specifically, staff members should refrain from engaging in conversations with other staff members, eating, and grading during Community Meeting as it is more difficult to monitor behavior and it sends the wrong message to our students.

Community Meeting will take place within the homerooms with one teacher facilitating each meeting. Students who are disengaged, misbehaving, etc. will be assigned demerits or automatic detentions by their homeroom teachers. Homeroom teachers should actively redirect students during Community Meeting. If a homeroom teacher feels a student should be removed from Community Meeting, the teacher should do so quickly and quietly with creating as little of a distraction to Community Meeting as possible.

~~At the conclusion of Community Meetings, homerooms will be dismissed one by one. Students will walk in Silent, straight lines back to their homeroom.~~

### **Enrichment and Academic Extension**

After students complete Community Meeting, Enrichment classes will begin. Enrichment is another key point of the day to build and maintain our strong school culture ~~since Oak Park Prep's regular staff will be out of the classroom.~~ To maintain high behavioral expectations, any misbehavior during Enrichment will result in students spending Enrichment time in Academic Extension. Students will not participate in Enrichment classes for the following reasons:

1. The student has excessive Professional Work Club or ~~has 2 or more NCRs detention minutes to make up (i.e. The last week students earned over five detentions or PWC's and could not serve them in one week).~~
2. The student's Prep Report from the previous week was below 80
3. The student's behavior during a previous weeks Enrichment classes did not meet expectations.

During Enrichment classes Oak Park Prep's [Dean](#) will run Academic Extension in the pull-out room (P1). Academic Extension is a completely Silent class. During Academic Extension students are required to complete the following activities;

- Complete Academic Extension Reflection form (must be approved by teacher before moving on to the next activity)
- [Complete all missing homework from previous week](#)
- [Complete any missing work form the past week](#)
- [Read for 20 minutes in independent reading book and complete reading journal](#)
- [Complete homework for the following day](#)

### **Wednesday Collaborative Planning Time and Professional Development**

Wednesday afternoons is sacred time for teachers to collaborate with their team, analyze data, plan for the following week, and receive training. Because teachers have this one unique opportunity each week to complete these activities they should not use this time to engage in tasks that could be done during their normal planning time such as making copies, completing individual lesson plans, completing work for credentialing/grad school, etc. Teachers should use the time from 2:05 – 2:30 to engage in the following activities:



- Meet and collaborate with the Education Specialist to create modifications and accommodations for the following weeks lesson plans
- Meet as a team to discuss and plan for behavior/academic interventions for individual students
- Collaborate within and across subject areas
- Meet or debrief with the principal

~~At 2:19 teachers should return to their homerooms to end the day as normal.~~

From 2:30pm – 4:00pm staff will engage in professional development sessions led by the principal. On rare occasion teachers will be given independent work time to complete deliverables, however on the vast majority of Wednesdays this time will be used for professional development sessions or [operations meetings](#) on topics such as:

- Taxonomy trainings and review
- Operations trainings and review
- Video analysis and mock lessons
- Classroom management trainings and review
- Data reflection and planning

Once again, professional development time is considered sacred because it is the only time every week that 100% of our teaching staff assembles to develop our professional practice as a community. Therefore, activities that take a teacher's attention away from professional development such as working on other deliverables, making copies, multi-tasking on the computer, etc. are unacceptable.

#### **IV. OAK PARK PREP CLASSROOMS**

Simply stated, an Oak Park Prep classroom is a vibrant temple of learning. Every feature of the classroom should contribute to one simple but grand objective: providing students with a safe, structured environment in which learning can take place most effectively.

~~At Oak Park Prep, teachers rotate from classroom to classroom, while students remain in the same learning space throughout the course of the academic day. This setup is advantageous for both teachers and students. For teachers, it allows them to concentrate on teaching rather than on hall/bathroom monitoring and ensures smooth, crisp transitions between classes. For students, it allows them to take ownership of and pride in a small space, have all of their supplies in one location, and maximizes their learning time. These points notwithstanding, transitioning from classroom to classroom throughout the day is a sacrifice that teachers are making. Though switching classrooms will seem difficult at first, the ultimate decrease in logistical issues and the subsequent increase in academic time will pay long term dividends for teachers and students alike.~~

The following is a list of features that all Oak Park Prep classrooms share.

Professional Work Mailboxes: Professional work mailboxes provide a space for teachers to place professional work for each individual student. During [Morning Afternoon](#)-Homeroom, the Homeroom Team will set aside time for scholars to visit their mailbox and gather professional work and other take home items such as permission slips, parent letters, and progress reports.

Monthly Calendar: Monthly calendars, provided to you by the school, allow teachers and students alike to manage their time and assignments effectively. For example, it may be helpful for the 7th grade social studies teacher to know that the 7th grade students will be taking an English exam next Thursday. Likewise, students will benefit from knowing due dates of long-term projects and will appreciate being aware of upcoming school events. It is the team's responsibility to post the

calendar (at the beginning of each month), to update the calendar, and to consistently incorporate the calendar into the daily routine. Frequently referencing the calendar is strongly encouraged. In addition, the team should mark all upcoming birthdays on the monthly calendar. It is the team's responsibility to maintain the calendars, frequently posting dates on quizzes or exams, long-term assignments, etc. Daily homework assignments are not to be posted on the monthly calendars.

Rules/PREP Signs: During staff orientation, each Homeroom Team will be provided with several professionally-made, culture-related signs to decorate their room, send important messages to our students, and create a culture of consistency from classroom to classroom. .

PREP Tracker Board: During every period of every school day, classes are assessed on their performance as a group. The PREP Board encourages students to work together in their efforts to improve academic achievement. At the end of each class, teachers will record the class's relative fulfillment of the four school expectations: Preparedness, Respect, Engagement and Professionalism. A full description of the PREP Board program can be found in the Classroom Management, School Culture, and Student Character manual.

Noise Level Meter: The Noise Level Meter is a tool that allows all Oak Park Prep staff members to regulate the level of noise within a given classroom during non-class time (e.g., breaks, lunch, Focus): Silent, Library Level, Soft Voices, or Productive and Professional. The Noise Level Meter should hold a prominent, permanent position in the classroom. A model Noise Level Meter will be showcased during staff orientation.

College Paraphernalia: Each of Oak Park Prep's homerooms is named after a college and all homerooms will be given a pack of decorations for that university.

Homeroom Job List: All members of Oak Park Prep's community are responsible for maintaining a clean school. Such maintenance requires the active involvement of a few students on a daily basis. In each classroom, Homeroom Teams should post a short list of 5-7 jobs that need to be completed on a daily basis. Jobs included on this list should be those that are essential to ensuring the classroom is in good condition at the end of breakfast, lunch, or the school day and that homeroom tasks can be completed efficiently. Sample jobs include: retrieving and returning the garbage can, washing the board, distributing and organizing DEAR books, etc. Only a handful of students will have jobs. Students selected for jobs should be those who have earned their teachers' complete confidence to complete the tasks in a professional manner and who do not need oversight on maintaining their homework folder or materials. The number of jobs should be limited to ensure only a few students are out of their seats at one time. The homeroom job list should be posted in the classroom. Homeroom Teams are encouraged to identify jobs that can relieve some adult duties and help classes run more efficiently.

Hallway Passes: During school hours, students should never be in the hallway without a pass from their homeroom. Specific, color-coded passes will be given to students who need to enter the hallway to go to various school building locations. These passes, distributed to Homeroom Teams during Staff Orientation, will be on a clipboard and the teacher should write names on the passes. Passes will exist for students going to the following places:

- Bathroom during breaks/lunch (four male passes (white) and four female passes (purple), laminated)
- Main Office/Errand (1 laminated white pass)
- Emergency Bathroom (1 laminated red)

Emergency/Evacuation Instructions: This document will be posted in every classroom.

Reading Journal Location: ~~Scholars will pick up their reading journals from their mailboxes during afternoon homeroom.~~

Wall Space for Outstanding Student Work and Curricular Materials: Oak Park Prep students pride themselves on what they learn during the course of an academic year. Oak Park Prep teachers will collaborate to post superior work inside classrooms. Additionally, all subject teachers are encouraged to use classroom wall space with resources to supplement their curriculum. Teacher may also post student work in the school library.

Bell/Class Schedule: Homeroom teachers should post a colorful version of the bell/class schedule in their homeroom. This schedule should be tailored to the students in the homeroom (e.g., rather than saying 8:20: Period 1, the schedule would say 8:20: English).

School Mission: A poster of the school mission will be provided to each Homeroom Team during Staff Orientation and should be placed in a prominent classroom location.

Other Must Haves:

- Big Goals
- Academic Tracking
- Behavior Tracking – (PREP averages or graphs for homeroom)
- Exemplar Student Work or Shout Outs
- Unit Board – vocab/big ideas
- Daily objective, agenda, homework
- Weekly work for students and extra work folder

Common Classroom Procedures

Procedures, routines, and signals maximize the efficiency and structure of a class and ***most importantly save time for learning.*** Careful forethought about how managerial, logistical, and small tasks should be done in class saves time, increases opportunities for creative lessons, and decreases frustration and the need for consequences. Thoughtful procedures limit the amount of work a teacher needs to do and time they need to spend managing the class. They **set students up for success.** Thoughtful procedures drastically limit the times in which a student is trying to follow directions, but going about it the “wrong way” and receiving a consequence. They make the **“right way”** clear to all. There is no one right way to do things. There is value, however, in having **one way** to do things.

Using common procedures with other teachers will help support and reinforce those systems. Classes will not need to spend lots of academic time learning and relearning four different ways to do a simple logistical operation. Confusion as to how things are done in class will be reduced; there will be basically one way to do things. This **limits unnecessary teacher and student frustration.** Students and teachers will be set up for success.

Again, **consistency is the key.** Procedures are only as good as we make them. Having a procedure and not using it is worse than not having one at all (you said you were going to do something and now you are not). Oak Park Prep will strive for clarity around what a procedure should look like, sound like, and feel like and all teachers will use our procedures in class or else the consistency of school wide procedures loses its value. (for more see Uncommon Training Reading “Systems and Routines”).

School-wide Procedures

The following procedures will be implemented across all Oak Park Prep classrooms.

~~Perfect Posture~~ Professional Posture

Oak Park Prep students are expected to show engagement by sitting up straight (the S in Slant). Teachers should check for posture before beginning class and throughout the class. Whole class reminders may be given by asking the class to “posture check”, “check your S”, or “show me SLANT.” While we use whole class reminders to get correct posture before speaking,

individual students who repeatedly choose not to sit up are subject to school consequences. We will use common non-verbal hand signals to ensure 100% of our students have good posture.

### *Tracking*

Students should track the speaker with their eyes at all times (the T in SLANT). Teachers should remind students of this by saying “track.” Any student’s who were not already tracking you (or other speaker) should start tracking. Tracking is very important. If a student is looking at you (or the speaker), chances are they are not able to look at an attention seeking student or engage in other communication. [Teacher tracking 100%, and scholar tracking when directed](#)

### *College Hands*

Students are expected to raise their hand and **wait to be called on** to answer or ask questions (the A in Slant). Any noise or yelling out before being called on should not be rewarded with attention and should be corrected by the teacher. If a teacher wants a whole class response or does not want hands to be raised before answering, he/she must make this clear with verbal or non-verbal signal. As always, expectations must be clearly explained, taught and enforced. This procedure does not apply to class discussions or other teacher-specific situations. Teachers will enforce the use of designated signals for answer, comment, question.

### *College Voice – Proud and productive*

Students are expected to speak in a voice that the entire class can hear. Students are also expected to speak in complete sentences at all times and rephrase the question (RTQ) in their answers.

### *Finishing Early*

Students who finish an assignment early are expected to complete challenge or extra work in that class or read independently. Down time in class is not acceptable. Teachers should plan activities and additional work for students who finish work quickly.

### *Visitors*

Every minute of your class is precious and nothing should distract students from their learning. This includes visitors to class. Students **should not acknowledge visitors** during class time because their learning time is more important than greeting a guest. This will **interrupt** the flow of the lesson unnecessarily. Students are encouraged to introduce themselves to visitors outside of class or class time. If a student acknowledges a visitor, the teacher should correct the student and refocus them on their work. Often times, saying the students name or calling “eyes” or “track” will bring the distracted student (and others) back to attention. Of course, if the visitor initiates communication, the teacher should redirect the student when appropriate. [One student in each homeroom will be assigned the green visitors. The student will shake the visitors hand, and state their name, homeroom, the college they want to go to, and the current learning objective.](#)

### *Tissues*

When students need a tissue, they place one hand on their nose and the other in the air. The teacher can then signal them to grab a tissue or hand a tissue to them. Students will be taught to take multiple tissues at one time to avoid interrupting the teacher unnecessarily. Students are allowed to stand in the back of the classroom to blow their nose, but are not allowed to step into the hallway to blow their nose.

### *Throwing Away Trash*

Students should keep trash at desk (on the front left corner) and throw away after class. Teacher’s should not allow students to get up to throw away trash during class because it wastes valuable learning time and gives students the opportunity to create issues with other students.

### *Other Services*

Teachers should design systems to limit interruptions of the class and confusion for students who receive special services. This will be worked out between individual teachers and students. Students should not be using the phone during class.

### *Pens & Pencils*

Students should have sharpened pencils and working pens with them at all times. Teachers should have a pencil sharpener in their class which students can access before or after class. Students will not be allowed to sharpen pencils during class because it wastes time and often distracts other students. Students who do not have a pen/pencil should raise their **index (pointer) finger** in the air. Teachers should then hand students a golf pencil (or other alternative) to use. This procedure allows the student to keep working but does not reward or incentivize students for not having the proper materials. If a teacher wishes they can have a can of sharpened pencils they can exchange for broken or unsharpened pencils with students.

### *Getting Student Attention* – Hands up or just eyes?

During class, teachers will undoubtedly transition between holding the class' attention, and facilitating independent or group work. A signal refocus student attention is needed. Teachers raise their hand and count down, slowly and clearly, “5-4-3-2-1”. By “1”, all students should have their hands raised, be seated, be silent, and be looking at the teacher. .

### *Noise-Levels*

Teacher should set a noise level expectation during each part of the class for students to follow. Generally, the teacher announces this setting verbally. The following chart explains the volume expectations for each setting:

Noise-Level Expectations	
<u>Setting</u>	<u>Volume Expectations</u>
Silent	All are silent except speaker
Library Level	Students are free to whisper to nearby classmates (you should feel no vibrations when you put your fingers to your throat).
Soft Voices	Students may speak quietly with nearby classmates.
Productive and Professional	Students may speak freely, using an inside voice.

It is helpful for teachers to both verbally tell students the expected noise level as well as post the noise level on the whiteboard or overhead projector to ensure the teacher, who has a million things to do, has set the desired setting.

### *Walking as a Class*

Whenever your class is transitioning from their classroom (and generally on field trips as well), students move in straight, silent lines. To ensure this happens, do the following:

1. Make sure class lines up silently before moving. If there is any noise or misbehavior, start over again, with all students returning to their seats and lining up again one at a time.
2. Instruct student at the front of the line to walk to a specific location and then stop.
  - a. For example: “Jeremiah, walk to the drinking fountain and stop”
3. As the class begins to move, position yourself so you can see and hear the entire line.
4. Once the class reaches the first stopping point and they are ready to move, instruct the line leader to move to the next check point.

## Common Needs in the Classroom

Some procedures inside the classroom are consistent school wide (e.g., pencils, bathroom, lining up, getting student attention, asking questions, tracking etc.) Others are up to the individual teacher and his/her style. Regardless of the procedure itself, teachers need to know the answer to certain questions before beginning the year.

Teachers should know how they want things done so that students can know how to complete every task well. Below is a list of questions that teachers need to know the answer to for their classrooms. Teachers should consider the question: How will we address these needs when they arise?

Please consider the following questions. Consider using signals as appropriate. It may make sense to find consistent answers to these questions across the grade level team.

### *Materials*

- How will a student access subject specific resources (i.e. calculators, microscopes, desk maps, etc.)?

### *Student Teacher Interactions*

- What will the teacher do in the event of managerial or logistical questions before class?
- When can students talk to each other quietly? When can students not talk at all? How will you communicate this?

### *Moving Around*

- How will you ensure that students line up properly? What if they do not?
- In what situations will students be allowed out of their seats? How will they ask and how will you respond? During what, if any, times can students walk around without permission?

### *Other*

- How will students store and retrieve projects/continuing work?
  - For poster boards, consider having a place in the class for storage – either rolled up with a kid's name on a poster, or stacked on a table in the back. There should be a specific time in which kids can access this – we suggest not taking the poster-board home every night but instead working on the materials nightly.
- How/where will kids store old notes?
- How will students organize and keep note cards?
  - We suggest that note cards be held in Ziploc backs or sheet-protectors or to use a note card box.

## Teaching Procedures

### Suggested Methods for Teaching Procedures

Procedures should be mini-objectives: Students will be able to (SWBAT) enter class using the correct procedure. The goal for the class is for everyone to know what to do, to **demonstrate that knowledge** so that they can reasonably be held accountable for the new procedure

For the first procedures:

1. Invest the students in the need for procedures (see above).

For all procedures, try some or all of the following:

2. Verbally explain one procedure in clear, step-wise instructions and have these steps clearly spelled out and

displayed for all to see (see Lemov “What to Do”).

- a. For an example, see below.
- b. If there are specific reasons why this procedure will help the students, try and invest them in these.
3. Model the procedure, highlighting how you are following each of the steps.
  - a. It helps here to use common language and say what you are doing in the same way you explained the step.
  - b. While modeling, you can point out what it is you are NOT doing (for example, other ways a student might generally enter class) and how that would NOT be following the procedures.
4. Ask a student to explain to you what you (as the person modeling) should do next.
5. Ask a student to repeat back the steps from memory.
6. Quiz students, what do you do after X?
7. Ask a student to model the procedure.
  - a. Make sure they do it perfectly, having them repeat it with your corrections.
  - b. Tell the student you are looking for perfection, set the tone right from the beginning.
  - c. If the student doesn't quite get it, start again from step 3, using the “Sorry class, looks like I didn't explain the procedure correctly. We can do this, let's take a step back” approach.
8. Consider asking the student volunteer, who has done a great job, to model the wrong way to do the procedure.
  - a. Remind the student that this can be fun but he or she should not be inappropriate or egregious.
9. Have students try to follow the procedure and instead of correcting them yourself, have other students point out what they did well or did wrong.
10. Give students notes with specific directions before they model a procedure such as “Do everything perfectly except do not bring your homework folder to your desk,” etc. and have students try and figure out what he or she left out.
11. Continue to invest students in WHY there are all of these procedures.

#### A. An Example of a Clear, Step-Wise Procedure

##### “Entering the Classroom Procedure”

1. Silently line up along the wall
2. Greet/be greeted by the teacher (hold out for a firm shake with eye contact and a smile)
3. Silently enter the class
4. Silently go to their crates and put things away
5. Silently take binders, homework folder, (text books) and writing utensils to desk
6. Silently begin work on the Do Now

#### B. Ensuring Compliance and Re-Teaching

Regardless of how well you and the class do the above, the procedure will quickly become whatever you (and your fellow teachers) enforce it to be. For example, students will quickly realize if Mr. Pompelia allows talking in the morning or let's students go back and get their binders without a demerit if they forget. As a result, teachers who follow these procedures may seem as if they are ‘trying to get the student in trouble’ and teachers who do not will be seen as having lower standards.

Students will do generally what is expected of them, so we need to expect the best. Again, anytime a single student does not follow a procedure they are accountable for, you should issue a Demerit, re-explain the procedure, and give them an opportunity to do it the right way. If many students do not follow the procedure (at the same time

#### **V. OAK PARK PREP PUBLIC SPACES**

We are a small, team-oriented school community. The smooth and pleasant running of the school depends on the expectation that policies will be enforced consistently. It also depends on a shared sense of community space. Please think of our shared spaces (Fieldhouse, pull-out room, teacher office, main office, campus grounds) as your own classrooms.

Keep these points in mind:

- If you see any students clearly violating the code of conduct anywhere, at any time, do not turn a blind eye - discipline them.
- If you don't recognize someone who is on campus or you recognize a PS7 Middle or Oak Park Prep student who should not be on campus, please alert an administrator immediately.
- If you are the last staff member to leave the building, please ensure the lights and copiers are turned off, all doors are locked, and the metal window shades are down.

### School Cleanliness

Classrooms and common areas should be kept clean and orderly. In addition to being unattractive, messy common spaces can be hazardous and can prevent students and staff members from accessing materials and supplies quickly during busy times of the day.

The following expectations will ensure our common areas continue to be safe, healthy and inviting spaces:

- Return any equipment to its designated storage location at the end of each day, even if it will be used again the next day. If you are struggling to find adequate storage space please contact the Office Administrator
- Return your cart to its designated space when it is not in a classroom.
- Store student projects in the teachers' office. Again, if you are struggling to find adequate storage space for student work, please contact the Office Administrator.
- Leave common areas immaculate after using them (see guidelines below).
- Never leave items in the main office. Students, parents, visitors, and other staff move throughout the main office constantly throughout the day and left items are liable to be lost.

The following expectations will ensure our classrooms continue to be safe, healthy and inviting spaces:

- Require students to clean any classroom or workspace before they line up and are dismissed.
- Hold students accountable for the organization/cleanliness of their crates, desks and the area around their desks.
- Keep the supply table clean and organized.

Guidelines for Cleaning Classrooms & Common Areas after use - specifically, the following guidelines should be followed when cleaning up a space:

- Floor: Pick up pencils/pens, scraps of paper and tissues. Throw away large pieces of trash
- Desks/Tables: Move desk/tables to their original formation. Remove books from the floor around the desks. Chairs pushed in. Clear surfaces.
- Crate Space: Remove papers/notecards/trash from the floor surrounding the crates. Ensure no items are hanging out of crates.
- Trash area: Ensure no trash is on the floor surrounding the trash can. Items too large for the trash should be carried to the dumpster prior to the end of the day.

### Accessing Campus on Weekends and Vacations

Oak Park Prep teachers are welcome to come to school on weekends and vacations to make copies or complete work. If a staff member would like to do so please contact the principal first. Oak Park Prep is on an alarm system which needs to



be disarmed by an administrator. In most cases, an administrator will be on campus to assist. The campus will be open every Saturday from 8 am – 2 pm.

### Copy Machine

Oak Park Prep's copy machine is vital to our work. Since teachers will create the vast majority of their own curriculum, having a functioning, well-maintained copy machine and copy work space makes the lives of all Oak Park Prep's staff easier and less stressful. It also saves time – too often teachers spend too much of their prep time trying to unjam the copy machine or frantically making copies for an upcoming class.

To maximize convenience for staff and to spare the machine from overheating please avoid copying large jobs at high volume copying times (right before school, right after school, during Wednesday PD, the day before coming back from winter break, etc.). Instead please find times of the day which the copy machine is lightly used (early morning, during off periods, on school vacations, etc.). If you have a large job which will take a significant amount of time on the copy machine please fill-out a Copy Machine Request form and turn it in to the Office Administrator – please turn in all Copy Machine Request forms 48 hours before you need the job completed.

When using the copy machine please follow these guidelines:

- Always remove all originals from the machine
- Always remove all copies from the machine
- Never leave the machine jammed or with a maintenance issue without alerting the Office Administrator
- Never leave a large job for prolonged periods of time (the copy machine may jam and the job will not finish)
- Never leave a job if you are teaching a class or leaving for the day
- Avoid making excessive copies or copying mistakes
  - Count how copies many you will need
  - Proofread your originals and carefully program the machine to avoid mistakes (i.e. copying a class set of materials only to realize the pages are in the wrong order or you meant to make it double sided)
- Load the machine carefully (crinkled or uneven stacks of paper will jam the machine)
- If the copy machine is not functioning properly or you do not understand how to fix the copy machine alert the Office Administrator

## **VI. TEACHER ORGANIZATION AND SUPPLIES**

Teachers should remember to bring all of the following supplies with them to each class:

~~**Teacher Cart:** During Staff Orientation, teachers will be given carts that will allow them to easily transfer their materials from one classroom to another. Teacher carts should be organized as teachers best see fit. Please see the Office Administrator if there is anything you need to more easily organize your cart. Each teacher will have a designated parking space for his/her cart. Given the small amount of space we have, it is very important that teacher carts are “parked” in their designated spaces when the carts are not in the classrooms.~~

**A Stopwatch:** In addition to being used at various times throughout the day (e.g., returning from Community Circle, Do Now), a stopwatch sends all students a message: we mean business.

**PREP Tally Tracker:** This will rotate with students and will be used to keep track of their PREP blocks in each class.

**Merit/Demerit Tally Sheet on Clipboard:** At the beginning of each week (on Monday morning), all staff members will receive blank, color-coded merit/demerit sheets in their mailbox. These sheets will go on the staff member's clipboard and should be with all staff members at all times. Each merit/demerit sheet has the entire school roster as well as space for marking merits and demerits throughout the course of a given day. For all information related to merit and demerit procedures, please see the Classroom Management, School Culture, and Student Character manual.

**Laptop:** If you use videos, PowerPoint's, or digital documents as part of your lesson.

**Lesson Materials:** It may seem obvious, but please ensure you have all handouts and other lesson materials before arriving in your classroom.

Each classroom will also have an audio-visual cart with the following pieces of technology for teacher use:

- LCD projector (you can hook your laptop to)
- Document Camera
- Speakers

**Technology Supplies:** Each student will be assigned a number (1 – 30) and that will be their designated laptop or kindle in each classroom. All classrooms will have a laptop/kindle cart and it is imperative that these carts are kept organized. Each teachers is responsible for checking technology in and out, and locking up the cart at the end of each day.

### **Common Supplies**

Oak Park Prep will supply teachers with common supplies such as whiteboard markers, staplers, three-hole punches, copy paper, etc.

### **Supply Requests**

If there are any additional supplies or materials that teachers would like (such as maps, workbooks, lab supplies, books, etc.) that are not provided by Oak Park Prep, teachers should fill out a supply request form and turn it in to the Office Administrator.

### **Student Hand-Outs**

Organizing and distributing student work is vital to the operations of a classroom by affecting (1) teacher/student organization, (2) time spent preparing, passing out, and handling papers, (3) and the manner in which students use materials. Oak Park Prep will utilize a common policy on student hand-outs to improve student organization, provide consistency for students from class-to-class, save time for instruction, and improve student materials for instructional use. Each week teachers should organize their student hand-outs in the following manner:

**Teacher Discretion:** All classes must create their own organizational system.

**Interactive Notes Packet:** Since most of our students enter our school reading below grade level they will be unable to and far prepared from being able take notes in a true manner (identifying and organizing key information in their own words) and will only be able to copy notes from a whiteboard or PowerPoint (a low rigor activity). Therefore, Oak Park Prep teachers will present new content by typing out their own notes which students will actively read, annotate, and summarize. The skills needed to perform these tasks - reading, identifying important information, picking out key ideas and supporting details, and paraphrasing texts - are skills which build a student's capacity to take notes in the future.

Notes should consist of any content material which students will need to know or reference (definitions of terms, model problems or passages, facts, etc.) throughout a class. Notes should be organized by day and include opportunities for summarization and structured student interactions (see samples from Lesson Planning Principles sessions).

**Classwork Packet:** Classwork packets should consist of any student work needed during the Do Now, Guided Practice, Independent Practice, or Close of the lesson - organized sequentially in the class and by day of the week. Creating these two packets which are passed out once weekly reaps a multitude of benefits such as:

- Students can easily reference their notes throughout any lesson by having the Interactive Notes Packet side-by-side with their classwork packet (as opposed to constantly flipping through a single packet).
- Students can become independent learners and work through difficult problems on their own by referencing their notes instead of relying on the teacher or other students for immediate help. Teachers should re-direct students to their notes before answering any questions which can be answered by the notes.
  - Example – Student, “I don’t get it. What is the difference between qualitative and quantitative data?”  
Teacher, “Please look back in your notes from today which gives a definition and example. I will come back to see if you can explain it to me after you have re-read.”
- It saves time for organizing absent student work (and I mean lots of time!). If students have all of their notes and classwork for the week there is no need to collect, organize, and distribute classwork for students who are absent. It also eliminates the need for students to get notes from other students or the teacher. It also allows students to work through a lesson if they miss a day of school with much less assistance from the teacher.
- It saves time organizing and passing out papers. Teachers do not have to organize hand-outs every day and carry them to class. Papers only have to be passed out once per week which saves valuable time (if you spend 1.5 minutes passing out papers each class that adds up to 4.5 hours of lost instructional time per class over the course of one year!).
- Last but not least, this system communicates preparation, organization, and professionalism to our students.

### **Professional Work**

Professional work will be given to students every day in afternoon homeroom. All homework assignments for that day will be placed in homeroom mailboxes. This way all scholars will receive every professional work assignment and will eliminate the necessity for teacher to pass out a professional work assignment during every class.

Five folders will be placed near the copy machine. Folders will be labeled, “HW due Monday,” “HW due Tuesday,” etc. Teachers will place all professional work assignments into their corresponding folders for the following week the Friday before (before 4:20 pm). Teachers are responsible for placing one copy of their homework assignment in the respective day’s folder **before 11:50 am every day**.

## **VII. STUDENT ORGANIZATION SYSTEMS**

At the beginning of the year students will be issued the following supplies to keep themselves organized. These common supplies help both students and teachers organize their papers in a common manner which prevents disorganization and confusion. Each teacher is charged with using the supplies to create an organizational system and keep their students organized for their class.

**Core Subject Area Folders/Binders** Each core subject area (Math, Reading, Social Studies, Science, PW) will have a folder where students are to keep papers which the students are using the current week (Interactive Notes Packets, Classwork Packets, hand-outs etc.). Once per week materials in core subject area folders should be turned into the teacher, placed into core subject area binders, taken home, or recycled.

**Core Subject Area Files:** Each core subject area (Math, Reading, Social Studies, Science, Writing/Vocab) will have a crate with individual student files where students are to keep papers from previous weeks which have been completed but will be used again (notes, graded assignments, tests, etc.). It is the job of each teacher to create an organization system for their files (table of contents, tabs, etc.), maintain a model student file, and keep student files organized. If a student's file organization is of poor quality afterschool (PWC, detention, study hall) are times for teachers to help students organize themselves. Teachers are allowed to assign PWC to students who need time to organize their folders. Students should place all classnotes, and other important school documents (quizzes, tests, trackers, etc.) in their files during Friday homeroom.

**Professional Work Folder:** This is the folder in which student will keep all their professional work and will take home each night. Each folder will contain a laminated homework procedure checklist for students and parents to go through each evening. Every morning students will turn in the previous night's professional work when they arrive at school and will receive their professional for the evening during afternoon homeroom or during Focus on Wednesday. This system decreases student's chances of losing their professional work and makes it impossible for students to work on it during class.

**Advisory Binders:** Each student will have an advisory binder that they will use during community meeting on Wednesdays. They will use this binder to track their PREP score and grades throughout each quarter, as well as keep records of assessments and class projects.

## **VIII. BATHROOM USE PROCEDURES**

Students can use the bathroom before school, during **morning break**, during lunch, during the first 10 minutes of PE, and after school. Occasionally, a student will have an emergency and need to go during class. Each ~~quarter~~ **semester** a student will be allowed up to 3 emergency bathroom trips **per class**. In each class, there will be an Emergency Bathroom Use chart with each student's name and spaces for the teacher to initial. This chart will be kept on its own clipboard, **and will remain in the teachers room**. This clipboard and the emergency bathroom pass should be kept in a location separate from other passes. If a student chooses to go during class and the teacher gives permission, the teacher will initial one of the spaces. Students should take the Emergency Bathroom Pass. **Students should only use these passes during independent practice.**

After the first three trips, any subsequent trips will **be a deduction from their PREP score** ~~require a referral~~ from the teacher. This referral becomes the bathroom pass. The student should go to the bathroom and then the student must report to the principal or on call administrator.

While this referral won't be treated as seriously as other referrals (i.e. students will be allowed to go back to the same class without a teacher meeting), this will act as a deterrent for students and allow us to track usage. Teachers should not accept student back in class without a note from the principal or on duty administrator.

To indicate that students need to use the bathroom, they should raise their hand with their index and middle fingers crossed. Teachers have the final say and should use their discretion when giving permission to students to use the bathroom. Students should not ask to/should not be allowed to go during intro to new materials unless the emergency is severe.

In the case of an immediate and severe emergency (vomiting, stomach flu, female issues, etc.) the teacher should allow the student to immediately use the bathroom and immediately contact the main office.

**All passes not used at the end of the quarter will be worth extra credit or extra PREP points.**

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## **IX. EARLY DISMISSAL PROCEDURES Ms. Young to Update**

A student must present an “Early Dismissal Pass” signed by the principal or office administrator in order to gather his/her belongings prior to the student’s regular dismissal time. Teachers should verify that this pass is signed prior to allowing a student to leave the room. The student should report to the main office and wait to be picked up in there. Before leaving the building, the student must hand in their “Early Dismissal Pass” to the main office as this pass will help ensure that accurate records of early dismissals are maintained. In very rare cases where a student is given permission to leave the building on his/her own prior to the student’s regular dismissal time, the student must still check in with main office staff or an administrator and turn in their “Early Dismissal Pass” prior to leaving the building.

## **X. STUDENT PHONE USAGE**

If a student expresses a need to call home, two phones are available during limited times of the day: the phone in their own homeroom or the phone in the main office.

Students may not ask to use teacher or staff members cell phones (i.e. all student calls should be placed on the homeroom or main office phone). Exceptions to this policy may be made if a teacher or staff member plans a last-minute afterschool activity for a student (i.e. tutoring).

Use of the homeroom phone use is allowed, with homeroom teacher permission\* during morning break, lunch or the first ten minutes of PE.

\*Please note: there is no limit on homeroom phone use. Homeroom teachers should use their own discretion when allowing students to use the homeroom phone. Acceptable uses would include, but are not limited to, determination of pick-up location/time in an unusual circumstance or the request of parental permission to work with a teacher afterschool. Unacceptable uses would include, but are not limited to calling families to report illness (this would be done via the main office), calling to get out of PWC/detention for any reason (e.g., “I have an appointment and my parent was supposed to call the school to let them know...can I remind my parents to call?”), calling to complain about a consequence earned or interaction with another member of the school community, and calling to complain about a teacher.

A teacher should carefully monitor student calls during homeroom time. If a student makes a call for an unacceptable reason, they should receive an automatic detention. If a teacher has had repeated concerns about a student’s phone use, the student should be referred to the principal and the student’s phone privileges should be revoked. With permission, main office phone use is allowed before school and after school. Exceptions can only be made by the principal and will be made only in rare circumstances. A tracking system is kept in the main office. Students who use any phone in the building without permission should be assigned an automatic detention.

## **XI. REPLACING SCHOOL SUPPLIES**

Students are expected to respect the school supplies given to them by the school and purchased by their own families. Students may not write on, draw on, affix stickers to or otherwise deface backpacks, binders, DEAR journals, books, professional work folders and other materials. It should be noted that normal “wear and tear” of these items must be anticipated. Teachers will determine if the items need to be replaced as a result of normal “wear and tear” or negligence/defacement. The school will replace some items (i.e. professional work folders) for every student at various

points during the school year. The following points outline the procedures that must be following when replacing student materials:

#### Normal “Wear and Tear”

If, due to normal “wear and tear,” a student needs a replacement binder, independent reading journal, professional work folder or other item issued by the school, the student should notify their teacher during morning break. The student must present the item to be replaced to the teacher. If the teacher determines the damage is in fact due to normal “wear and tear,” he/she will send the student to the Office Administrator who will replace the item with no consequences.

#### Lost Items

A student who has lost an item should visit the principal at the beginning of morning break. The principal will replace the item, and based on the situation, may assign consequences.

#### Purposeful Defacement — Benign

If a teacher sees that a student has defaced school supplies/materials, including his/her personal backpack, with benign doodles, etc. that can be erased or removed, the teacher should require the student to remove the unprofessional writing/drawings/etc. and assign an Automatic Detention (disrespect to property). Teachers should handle matters of benign, removable graffiti in the classroom (i.e. a referral is unnecessary). If a student has permanently defaced school supplies/materials with benign damage (i.e. the writing/drawings/etc. cannot be removed), the student should be referred to the principal. The principal will assign appropriate consequences and have the Office Administrator replace the materials.

#### Purposeful Defacement — Severe/Questionable

If a teacher sees that a student has defaced school supplies/materials, including his/her personal backpack, with non-benign marks (i.e. gang symbols; profanity; words/images showing disrespect to school, peer or teacher) the student should be sent immediately to the principal. Any student who purposely defaces school property will receive an automatic detention. Teachers should report any suspicion of graffiti; please err on the side of over-reporting these instances. The principal will replace the materials and assign appropriate consequences. In the case that the defaced item is the student’s personal property (i.e. backpack), the principal will work with the family to replace the item.

#### Replacement of Teacher-Issued Supplies/Materials

If an item issued by a specific teacher (i.e. an independent reading book, a text book, a calculator) needs to be replaced, the teacher should use his/her discretion to determine whether the damage was the result of normal “wear and tear” or poor care/misuse/benign or severe defacement. If it is determined that the item needs to be replaced due to normal “wear and tear,” the teacher should replace the item without consequences. If it is determined that the item needs to be replaced because it was lost or because of poor care/misuse/benign or severe defacement, the teacher should bring the issue to the principal who will then work with the teacher to assign consequences and work with the student and his/her family to ensure the student is held accountable and the school is reimbursed for the item.

## **XII. PROFESSIONAL WORK POLICIES AND MAKE UP PROFESSIONAL WORK POLICY**

As a school, we believe students should be held accountable for completing professional work assignments that they failed to turn in on the due date. Students who do not complete an assignment are missing an important opportunity to reinforce the skills and concepts taught during class. That being said, we also recognize that a make-up professional work policy has the potential to burden teachers with additional work. We have developed a make-up policy and related

procedure with the goal of holding accountable the most severe offenders of poor professional work completion, while minimizing the burden on teachers to keep track of paperwork.

### **Professional Work Club**

Professional Work Club (PWC) is always geared to support students in completing the next day's work. Students will not be required by the PWC monitor to complete make-up work during PWC. If individual teachers wish to require students to complete make-up work, the teacher must communicate this requirement with the student directly and personally ensure the student has the materials (i.e. a copy of the assignment) required to complete the work. The PWC monitor cannot be responsible for ensuring this work is completed.

Focus on student who have NCRs. Missing PW will be a deduction.

### **Distributing Professional Work**

Five folders will be placed near the copy machine. Folders will be labeled, "HW due Monday," "HW due Tuesday," etc. Each Friday (or the last day of the week), teachers are responsible for placing one copy of their homework for the following week assignments in the respective day's folder. All professional work will be distributed daily during afternoon homeroom. If a teacher desires a student to make-up a professional work assignment, it is the responsibility of the teacher to copy and distribute that assignment to the student.

### **Grading Make-Up Professional Work**

Teacher will deduct 50% off the grades of professional work assignments which are turned in one day late or redone and turned in the next day. Students will receive minus one PREP point for every late, or incomplete assignment. Any professional work turned in two days after the assignment should be recorded as late and will be scored a zero in the student's grade. If teachers choose to assign make-up professional work during Academic Extension on Wednesday, it is the responsibility of the teacher to copy those assignments and distribute them during Focus. Any make-up work completed during Academic Extension will be counted as 50%.

## **XIII. INVESTMENT**

### **A. Build Strong Teacher-Student Relationships**

Teachers who take initiative to learn about students' personal lives, interests, and goals, show students that they value, respect, and care about them. This information can inform your instruction as well.

- Consider having the students complete a Student Survey
- Consider asking parents to complete a survey about their children early in the year
- Lead student activities.
- Use lunch time to
  - Invite them to have a special lunch with you.
- Use Professional Work Club or tutoring time to build relationships and show concern.
- Send personal notes to students related to improvement, effort, exceeding expectations, etc.
- Allow students to contact you outside of school with school related questions.
- Use a suggestion box in class.
- Join in school and community events.
- Reach out, even when it's difficult.
- Build strong relationships with families through communication.
- Use your role as advisor to reach out to students and really connect with your advisees.

### **B. Help Students Become the People They Can Be**



- Make sure students focus on their progress and performance, not on anyone else in the classroom.
- Always project a caring attitude and actively show your deep concern for students. Model what you expect of students: patience, listening, hard work, and professionalism.
- Get mad at the behavior, not the student. Show disappointment in the distraction from learning; take this opportunity to remind students all the wonderful things you expect from them.
- Reference Kohlberg's Theory of Moral Development in your conversations with students and with your class. When students make decisions, let them know, or let them figure out, where they stand on this continuum and the direction in which mature people grow. It makes sense to be explicit about this rather than say: "you need to be more mature" or "why can't you just 'get' it."

### C. Respect

- The sentence, "Carlos, I never disrespect you, why would you choose to disrespect me?" works.
- Never disrespect a student if you expect him or her to respect you.
- Always demonstrate control over your own temper as we expect students to control theirs.
- There may be a time when you feel that your students need to see your passion, disappointment, or (what they might perceive to be) anger. As long as you don't let yourself get swept up in your emotions, letting students know they have crossed a line or made a big mistake is okay. However, anytime you do this, it is imperative to follow up with the student to explain the reasons why you did what you did, and to build back up the student's self-confidence.

### D. Consider Student Motivation for Misbehavior

- So that you can properly respond, consider the motivation for the misbehavior. Is it...
  - Attention seeking?
  - Power seeking?
  - Revenge seeking?
  - Motivated by a need to avoid failure?
  - Due to specific special needs?

Each of these motivations requires a different response. While generally, we ask Oak Park Prep teachers to use our school-wide systems as a first step, if we find that these are not working for specific students, analyzing the students motivation in misbehavior is an essential step in better serving the student.

### E. Projecting Professionalism

Displaying a sense of professionalism in the classroom helps project urgency, purpose, and authority.

- It conveys a sense of urgency, that there is no time to waste, that there is a job to be done. We all have a job to do and no matter what, you are going to get yours done.
- It makes issuing of consequences less personal.
  - The rationale for a consequence is not that you don't like a student or that you are angry, but rather that you are focused on a goal.
- Professional dress sets this business-like tone. This doesn't mean you need to be stiff, but it carries weight with students when a teacher looks like they mean business.

## **V. Preventing Poor Decisions**

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Proactively preventing student misbehaviors is imperative to executing effective lessons and saving valuable time for learning. Every second you use on correcting student behavior are seconds lost which could be used on instruction.

Please refer to the following Taxonomy Strategies in “Teach Like A Champion” along with the corresponding professional development sessions to prevent students from making poor decisions.

1. 100%
  - a. Use the Least Invasive Intervention
    - i. Non-Verbal Corrections
    - ii. Positive Group Corrections
    - iii. Anonymous Individual Corrections
    - iv. Private Individual Corrections
    - v. Lightning Quick Public Corrections
    - vi. Issue a Consequence
  - b. Rely on Firm, Calm Finesse
  - c. Emphasize Compliance You Can See
2. What to Do
  - a. Always give Specific, Concrete, Observable, Sequential directions
3. Positive Framing
  - a. Live in the Now
  - b. Assume the Best
  - c. Allow Plausible Anonymity
  - d. Build Momentum/Narrate the Positive
  - e. Challenge Students
  - f. Talk Expectations and Aspiration
4. Strong Voice
  - a. Square Up and Stand Still
  - b. Quiet Power
  - c. Use Formal Language
  - d. Do Not Engage
  - e. Do Not Talk Over
  - f. Use Economy of Language

In addition to the above Taxonomy Strategies, try using the following techniques to steer students away from making poor choices.

#### A. Proximity

Try using proximity control; walk towards students who are or are about to break rules. No need to make it obvious what you are doing, just stroll over. Also, during group work or break, positioning yourself well will help immensely with monitoring behavior

#### B. “The Look”

Use the inherent power of a look or glare (or even silence) as a non-verbal way of disciplining a student or class. This look says “are you sure you want to do that?” more than “I’m going to kill you.” Practice the look.

### C. “Fly By”

Walk by the student’s desk. Touch the student’s desk or chair to let them know that you are paying attention to them.

### D. Regulate Your Volume/Tone

Sometimes you getting quieter is exactly what is needed to quiet the class. Punctuate sentences with loud words to pull students back from day dreams. Sudden silence from you causes students to re-evaluate behavior.

Also, practice your three levels of “Excuse Me.” By simple changing your tone, you should be able to effectively communicate the following three sentiments:

- “Pardon me.”
- “I beg your pardon?”
- “This will not be tolerated in my class.”

### E. Wait Time

Never try to talk over students, it shows you are willing to be disrespected. Simply letting them know that you will wait for them to be quiet can work. Use this in conjunction with giving Merits or recognition to those who are doing it right and/or Demerits for those who do not. Insure that you have used your “Getting Attention” procedure.

## **III. Communication within the Grade Level Team and School Team**

Working with your grade level team is an essential part of student support. To this end, we have weekly grade level team meetings designed to efficiently discuss student concerns and class culture issues and determine next steps. The Grade Level Chair facilitates this meeting and emails out the next steps. The student advisor is responsible for following up on all next steps related to his or her advisee.

Grade level communication can help identify areas of concern about student integrity (e.g., cheating, lying, misleading, and plagiarism). If you notice issues around student integrity, even seemingly small issues, please email your grade level team and Mr. Schwinn so that we can all be in the loop and share relevant information.

## **IV. Building a Positive Class Culture**

Teachers who hold the highest standards and who are relentless at the beginning of the year generally have the strongest class cultures. Teachers should know exactly what they want in their classes and be relentless in making sure it happens. The tone of the class begins and ends with you. Let the students know early that this class is a place where learning happens and disrespect and distractions do not. While it is possible to relax a bit once your students ‘get it’ and culture is strong, it is nearly

impossible to raise your expectations once students feel they know that you are “nice” or “not strict.” The best class cultures start off very procedural, with high expectations for student behavior and class organization and cleanliness. Although homeroom procedures and expectation are consistent throughout the school, homeroom teams drive the culture of the homeroom with their energy, tone and strategic use of flex time to reflect, build team and reinforce culture.

Making a place where students feel safe is paramount. Imagine a space where students interact with each other in a way that is supportive and encouraging; where achievement is cool students and no one worries about being made fun of. Teachers create these spaces, but it requires work and planning (see Positive Framing in “Teach Like a Champion”)

## V. Monitoring Non-Instructional Time

At Oak Park Prep, we have two 10 minute breaks throughout the day and one 25 minute lunch period. This time serves multiple purposes: kids prepare for the next class and can choose to do a variety of activities from using the bathroom, to socializing, relaxing etc. They cannot, however, choose to undermine our school culture or the dignity of any individuals during this time. Break monitors must be vigilant in monitoring the space to limit opportunities for misbehavior.

## VI. The Power of Cool

Clearly, what is cool in a class is one of the major factors that impacts student behavior and achievement. If it is cool to listen and do your homework in your class, a big part of your job is already done. If students encourage each other to do right, everyone benefits. While we may not feel that our students think we are cool, this is not requisite to making a class where achievement is cool.

Here are some things that teachers have used to make good behavior and achievement cool

- Invest students in the program (and specifically your program); let them know your success record. Project confidence in your program. Send the message ‘I have done this before; the students before you worked hard and were successful (give examples). If you want that same success, get on board.’
- At the beginning of the year especially, when students don’t meet your expectations and have a ‘whatever’ attitude, make a **big deal and act shocked** about it to ‘nip it in the bud.’
- Invest students in your Big Goal and reference it often.
- Celebrate the early success of all students. Find alternative assessments on which students that may not always do well are able to excel.
- Give praise and recognition for high homework return rate and privileges to students who buy in to your program.
- Never change your standards or make deals, but find ways to empower students who have high social capital. With these students, work with them outside of class to make sure they are on board.
- Meet with smaller groups of students and solicit their feedback.
- Find activities that align with your curriculum and interest the kids. Performances are great, even if students try and pretend they aren’t into them at first.
- Don’t allow students to snicker when other’s get in trouble or don’t so well academically. This type of attention is sought by some and very detrimental to the class culture.
- Frame your assignments and expectations positively. Avoid saying things ‘all you have to do on this assignment is...’ or ‘don’t’ worry, this is really easy.’
- Don’t acknowledge the possibility that your students may not be ‘into’ a specific assignment because it isn’t fun. Rather be explicit that this is the hard work that it takes to succeed.
- Make your class hard and make students work to earn their grades.

## VII. Consistency throughout the Year

Teachers set boundaries. Students test boundaries. When students know where those boundaries are and that these boundaries are not going anywhere, they are less likely to test them. Consistency is crucial throughout the year. There are times in the year when it's tempting to relent on the rules, but they end up being the most crucial times to maintain our expectations. When are these times?

- The beginning of the year. This is when we set the tone for the rest of the year.
  - Students look to see if we are for real or if we are making empty promises/threats.
- Half days, standardized testing, field trips, days before vacations or occasions when the schedule is changed. All the same rules and expectations apply.
- The month of June. The end of the year is what we make it; June is only "June" if we treat it as such.
- Consistency, as much as possible, should also apply to things we see and hear about that happen outside of school. Students should know that the adults at Oak Park Prep take their behavior outside of school just as seriously as their in-school behavior.

## XIV. CONSEQUENCE AND SUPPORT SYSTEMS

# Rules and Choice

### I. Why We Have Rules

Having thoughtful rules, consequences, and motivators, and taking time to teach them and invest students and families in the benefit of working within them is vital to the success of every class and the school at large. They promote appropriate behavior, create order and predictability in the classroom, and reduce student misbehavior. Rules are positive expectations of how students should behave and help the teacher to create the environment they want. Consequences outline what will happen if a student chooses to break a rule. Systems to reinforce good behavior reward the students who are doing it right. This combined approach paves the way for academic excellence.

### II. Oak Park Prep Academy School Rules

<b>S</b> <b>Sit Up Straight</b>	Students are expected to demonstrate good posture at all times. Students should not ever have their heads down on their desks unless they have been given permission to do so. When sitting, students should have their bottoms in their chair and feet on the floor. When standing, students should have equal weight on both feet. Student's hands should always be in productive positions and not in their pockets or underneath the desk.
<b>L</b> <b>Listen and Participate</b>	Oak Park Prep scholars learn by listening to their teachers and peers and asking and answering questions when called upon. Respectful interactions and enthusiasm are key components of learning which happen when scholars listen and participate throughout each class.
<b>A</b> <b>Always be on task</b>	Oak Park Prep scholars are expected to be on task 100% of the time with very few reminders by teachers. Students should ask and answer questions by raising their hands and waiting to be called on by the teacher.
<b>N</b>	The most effective learning environments are positive and supportive - this is why encouragement is an

<b>eNcourage other scholars</b>	important part of SLANT expectations. When students struggle to answer a question or complete a problem their teammates are asked to send the scholar positive energy by giving them “snaps” rather than rolling their eyes, tuning out, or yelling out the answer. Teamwork and encouragement are the norm at Oak Park Prep.
<b>T Track the Speaker</b>	Students are expected to track the speaker at all times. When the teacher is talking, scholars need to track the teacher with their eyes. Scholars should also track any student who has been given permission to speak by the teacher. Tracking helps students to stay on task, to concentrate, and to be polite.

These rules are stated positively to make explicit to students what they should do. These rules, like procedures, need to be taught explained, modeled, and enforced. We have clearly spelled out specific ways students can exceed these expectations and earn Merits, just as we have been clear regarding specific violations of these rules and their consequences. Of course, the teacher has full discretion to assign a Merit, Demerit or detention for additional behaviors as they deem necessary.

### **III. The Honor Council**

The Oak Park Prep Academy Honor Council is a prestigious group of 8<sup>th</sup> graders who serve the school in a variety of ways. Honor Council members:

- Teach, enforce, and uphold the Oak Park Prep Academy rules such that it is a pervasive part of school culture.
- Hear apologies from students reentering the community after suspension and debate their readiness to return to the community.
- Debate possible consequences and interventions to support the student and proposes plan to Principal
  - While the final decision must, by law, be the school administration, Honor Council input will be genuinely considered.
- Nominate members to take responsibility for a struggling student.
- Help struggling students prepare for Honor Council meeting.
- Serve as peer mediators for certain student disputes.

#### Characteristics

An ideal Honor Council member is an 8<sup>th</sup> grader who:

- Has strong behavior in and out of the building but sets a good example and is above reproach when calling students on their poor choices,
- Has the respect of their teachers, peers, and younger students,
- Is comfortable speaking their mind,
- Is a positive, supportive member of the school community.

#### Requirements:

- Act with the utmost integrity at all times, in and out of the building.
- Set a good example for other students.
- Complete all Honor Council tasks well and on time
- Participate in all required Honor Council meetings
- Honor the privacy of all students
- Show respect for all students
- Always acts in the best interest of the Oak Park Prep Academy School Community

#### Time Commitments:

The Honor Council will meet weekly during Lunch/DEAR. Additionally, smaller sub-groups of the Council will meet if the situation calls for it. Some Council members may be involved in peer mentoring and conflict resolution as needed.

If appointed to take responsibility for a struggling student, additional investment of time and energy during and after the school day is required.

#### **IV. Cheating vs. Helping**

Cheating is a significant issue. To support our students, we have specific guidelines around the difference between cheating and helping. These guidelines are modified, with permission from the Canterbury School's Code of Conduct. ([http://www.canterburysch.org/middle\\_school\\_honor\\_code.html](http://www.canterburysch.org/middle_school_honor_code.html))

We believe students must engage in honest scholarship. Honest scholarship in student work means that the product comes from a student's own mind and effort. Such work includes all tests, exams, long-range projects, and homework. Written work, for instance, needs to reflect a student's ideas, organization, punctuation, and sentence structure. In order to help families and students alike understand types of habits and help which are suitable or not, we provide the following examples of permissible and non-permissible help that can be given and/or received, keeping in mind that the spirit of the law is more important than the letter. Students who give or receive help with the intent of providing or gaining an unfair academic advantage are not living up to the Honor Code.

*Permissible Help From Fellow Students and Parents: The following activities are allowed*

- Telling another student what the assignment is
- Repeating specific directions given by the teacher
- Identifying weakness in organization, style, word choice or content. In other words, it is permissible to comment: "This paragraph is weak," or "These words are misspelled," or "You didn't answer all the questions."
- Sharing notes (unless the notes are the assignment)
- Showing another student how to do a problem by using another example or walking through the steps
- Brainstorming ideas on creative writing assignments
- Reviewing material in preparation for a test or exam
- Discussing concepts that were addressed in class or engaging in discussion of course material for better understanding as long as all people answer the question independently
- Use of online sources for research

*Non-Permissible Help From Fellow Students and Parents: The following activities are unacceptable*

- Giving another student your answer or answers to any given question
- Telling another student how to re-write something (i.e. "...just write this down.")
- Letting someone read your answers, knowing or suspecting he or she intends to paraphrase those answers
- Giving another student any part of your answers to any assignment
- Looking at another student's paper and/or using his or her ideas or answers
- Using a calculator when not permitted
- Having another person, including a parent, assist with the production of an assignment, including typing or word processing written work (Exceptions are made for students with special learning needs.)
- Discussing any aspect of a quiz, test or exam before all students have taken the test
- Letting a project partner do all of the work and then putting your name on the final project
- Using any part of someone else's work without proper acknowledgement otherwise passing off someone else's work as your own

- Using a source, online or otherwise, that is intended to provide or provides a shortcut to the spirit of the assignment or critical thinking required by the teacher.

## V. Choice

Middle school students are not in control of as many things as they would like. However, they **are** able to choose how they behave. Although there are many factors that influence any decision, our students make **choices** with regard to their behavior. Having a system based on choice empowers students and treats them like the young adults they are. Students should feel control over their actions and over their destiny. Our balanced approach provides this. Students can choose to follow the rules and choose rewards, respect and success, or not. Students quickly learn that when you do good things, good things happen; when you do bad things, bad things happen.

## VI. Clarity and Accountability

Our system may seem complex at first, however, students quickly learn that they are accountable for their actions in the building and have control over the rewards and consequences. Again, when they do good, good things happen, when they do bad, bad things happen.

## VII. Positive Motivators

While some of these might not seem like they will interest students, we have to believe that each of our students really wants to learn and be successful; some just haven't been shown how to yet. We should also agree that everyone wants positive reinforcement and to feel like they are doing well. **Please try to project that these intrinsic rewards are even more valuable than the extrinsic rewards.** This attitude is essential in conveying their importance.

At Oak Park Prep, we have two school wide systems for reinforcing good behavior; they are the PREP Block Challenge and the PREP Report. Teachers should feel free to find their own, additional reward systems and methods. .

## VIII. Negative Consequences

Students who choose to break the rules receive consequences. It is important that we communicate to our students that lack of academic progress is the most severe consequence. For the most engaging teachers, the most effective consequence is being asked to not participate in class.

## I. Class wide Accountability and Reflection: PREP Block Challenge

### A. Description

The PREP Block Challenge is a whole class, and group challenge positive incentive system. The system uses peer-motivation and inter-class competition to encourage students to meet high expectations for preparedness, respect, engagement, and professionalism. While there are awards associated with this system, it is probably most valuable as a reflection tool during homeroom.

## B. In-Class Scoring

- For each class, teachers should determine whether each expectation is met. For each expectation the class meets (e.g., “Come prepared to learn”), the class earns that PREP Block. A Block is earned only if there is **100% compliance**. If there is any confusion over whether or not the class should get the PREP Block, chances are, they should not.
- Teachers score the class using the PREP Block poster. When a class earns a Block for Preparedness, the teacher circles Block P (letter P of PREP) on the poster, in the top left corner. Students who fail to meet our high expectations (e.g., refuse to begin starter immediately and quietly, place foot on another chair, etc.) and therefore negatively affect the class score should be issued a Demerit.
- When giving the score to the class, use this opportunity to explain why you assigned the score, with compliments and/or concrete ways they can do better next time. Generally this can be done at the end of class, but teachers may find their own, creative ways to use this system as well.
- It is most effective and positive to tell the class which blocks they earned first, rather than explaining which blocks they didn’t earn. It is a subtle distinction, but sends a better message
- Let students know that when you are giving the scores, there is no time or room for the debate. If they have specific concerns, they can and should talk to you outside of class.

Block Letter	Basic Expectation	To be a scholar...
Prepared	Have books and binders for class, having glasses, well rested	Prepared to use these materials and prepared to advocate for one’s own learning <ul style="list-style-type: none"><li>• I noticed that Atticus did X, and it makes me think...</li><li>• Demonstration of hunger</li></ul>
Respectful	Respect teachers, peers, and materials	SAME – bonus for going above and beyond with respect
Engaged	Tracking, Not Repeating answers or questions, Listening to Others	Insightful comments that drive class conversation, genuine awareness of surroundings and appropriate responses, pushing thinking of self and others Hunger and Discipline
Professional	Neat room, organized materials, volume	Ability to get down to business regardless of distractions, Calling on classmates to speak louder *Discipline

## C. Keeping Track

- Homeroom teachers should assign an individual to keep score on the PREP Block [Tracker Poster](#).
- During afternoon/morning homeroom, the homeroom teacher or student will add the total number of Blocks earned for the day and write in on the classroom tracker.
- At the end of the day, scores will be posted on a central PREP Block board.

## D. Grade Level Competition

- Classes “race” to get the highest total in a given cycle.
- The class in each grade that has the highest total or meets a prescribed threshold receives a reward
- After the “race” is complete, the competition ends and begins again.
- Specific incentives might include: school supplies, pizza parties, trips, breakfast etc.
- The highest scoring class for the day may earn extra privileges.



#### E. Using Building Blocks during Class to Modify or Encourage Behavior

- Refer to the PREP Block score when dealing with specific whole-class issues.
- Be positive and proactive in using the system.
  - “Now be reminded of our expectations for your voices during cooperative learning so you can earn your PREP Block,” can help get the desired behavior.
  - “Voices were loud during group work, so you don’t get your Block,” may be effective over time, but won’t help that day.
  - Although this system can be proactive, teachers shouldn’t feel that they need to constantly remind students to do what is expected of them and cheerlead to perfect scores.
- The teacher may choose to temporarily assign a Block at some point during class to reward students for meeting expectations and encourage its continuance. This Block can later be removed (or threatened to be removed) if students lose focus. If it is removed, concrete reasons for how the Block can be restored can be given. Alternately, a silent addition or removal of a Block can send a message to the class. Awarding and removing Blocks during class can help re-energize students and encourage peer motivation.
- Homeroom teachers should evaluate their class’ score and discuss successes and failures of the day and strategies for the next day. The Homeroom can make these a source of pride. The Building Block Board is a powerful, daily reflection tool to use during morning and afternoon homeroom to set goals, foster class accountability, and modify student behavior.

#### F. Reminders

- Our ideal day would have all classes receive 4 PREP Blocks every class, but this will take time. If we start out inflating scores to sell the program, students will value it less and lose motivation.
- More than anything maintain high expectations—this will drive our students towards excellence and keep us consistent.

## **II. Merits** CREATE 5-6 Common Merits and determine value

Oak Park Prep Academy’s Merit program acknowledges individual acts of good citizenship that promote a positive community. Staff members can use this system to acknowledge positives by identifying specific students **exceeding expectations**. Merits count as +2 points on a student’s PREP Report.

Merit #	Title	Description
1	Genuine Enthusiasm	Displaying genuine enthusiasm
2	Organization	Displaying exemplary organization
3	Insightfulness	Making an insightful comment or asking an insightful question
4	Improvement	Improvement resulting from extra effort
5	Initiative	Taking initiative
6	Perfect Posture	Displaying great academic posture
7	Perseverance	Pushing through a challenge
8	Volunteering	Volunteering to help without being prompted
9	Leadership	Displaying leadership
10	Doing the right thing...	Doing the right thing when others are not, or when no one is watching
11	Assistance	Assisting a teacher
12	Tutoring	Tutoring a peer
13	Courtesy/Kindness	Showing courtesy/kindness
14	Beautifying	Beautifying a classroom, the school, or our surroundings
15	Precise Language	Unprompted use of precise language
16	Articulate	Clear expression of a complex thought or idea
17	Caring	Caring for a teammate in need

18	Pos. Academic Rebuttal	Making a respectful argument to counter a classmates thought or idea
19	Politeness	Being polite to students, staff, visitors, etc.
20	Expressiveness	Expressing ideas with genuine tone, energy, etc.
21	Self-Reflection	Using the process of reflection to improve decision making
22	Self-Advocacy	Respectfully advocating for your own learning
23	Other	Giving a merit for a reason not listed
24	<b>Merit Bonus</b>	+2 - to be given with another merit when a student goes far above and beyond
25	7 <sup>th</sup> Grade Specific	Demonstrating a skill the 7 <sup>th</sup> grade is working on
26	8 <sup>th</sup> Grade Specific	Demonstrating a skill the 8 <sup>th</sup> grade is working on

- A good rule of thumb is to try to award about as many Merits as Demerits.
- Do not reward Merits to students who specifically ask for them (e.g., “If I help you out, will you give me a Merit?”)

Perhaps the most effective way to reinforce good behavior is to say please and thank you.

“Thank you, Jason, for your excellent posture”

“I like the way Donald is sitting up straight”

“Great posture, Kendra, please continue.”

Doing this models politeness, reinforces good behavior and helps modify other student’s behavior. Generally when students hear that someone else is receiving praise (which is also a reminder of what exactly they should be doing), they modify their behavior. This can be especially effective if it seems that many students are not doing the right thing. Instead of issuing ten Demerits at a time, try the opposite approach, give ten genuine ‘thank yous’ (and maybe some Merits) and watch your students rise to the occasion.

**Also, please remember to cite the intrinsic value of doing the right thing whenever possible**

### **III. Acts Worth of Public Recognition** [CREATE BOARD IN LIBRARY/OFFICE WINDOW](#)

If a teacher chooses to recognize a specific exemplary behavior during community circle, the student will receive an **“Act Worthy of Public Recognition.”** This recognition is reserved for the best examples of citizenship, integrity, and character, and comes with a 10 PREP point bonus.

The form below is submitted by staff or students and reviewed by the Principal. The student is also recognized during afternoon announcements and celebrated by their homeroom.

### **IV. Demerits**

If a student commits any of the following lower level infractions, the student will receive a demerit. In addition to a demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges as determined by Oak Park Prep Academy staff. Demerits count as -2 points on a student’s PREP Report. 3 demerits in a day result in a detention.

At Oak Park Prep we give demerits for the following:

Category	#	Abbreviation	Description
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Demerit: Unprepared	29	Late to Class	Late to Class
Demerit: Unprepared	30	Out of uniform	Shirt untucked, chain out (can be fixed quickly)
Demerit: Unprepared	31	Materials	Missing materials or having the wrong materials
Demerit: Unprepared	32	Eyeglasses	Not having eyeglasses on in class
Demerit: Unprepared	33	Other Unprepared	Other Unprepared
Demerit: Respectful	34	Talking out of turn	Talking out of turn
Demerit: Respectful	35	Feet/sit on desk/chair	Putting one's foot or feet on chair or desk
Demerit: Respectful	36	Improper line behavior	Behaving improperly in line
Demerit: Respectful	37	Inappropriate noise	Making inappropriate noises (e.g. giggling)
Demerit: Respectful	38	Poor Attitude	Poor attitude
Demerit: Respectful	39	Other Disrespectful	Other Disrespectful
Demerit: Engaged	40	Off task/Disengaged	Off task or disengaged
Demerit: Engaged	41	Not tracking speaker	Not tracking speaker with eyes
Demerit: Engaged	42	Other Disengaged	Other not engaged
Demerit: Professional	43	Grooming	Fixing hair, make-up, using lotion, etc. during class
Demerit: Professional	44	Poor hallway behavior	Loitering, walking slow, unprofessional
Demerit: Professional	45	Poor posture	Displaying poor posture
Demerit: Professional	46	Unprofessional comm.	Slang, vocal fillers or inappropriate volume
Demerit: Professional	47	NF teacher direction	Not following a direction a teacher gave (please rise)
Demerit: Professional	48	NF procedure	Not to following a school or class procedure
Demerit: Professional	49	Misuse of resources	Misusing personal or school resources
Demerit: Professional	50	Making excuses	Making excuses
Demerit: Professional	51	Lack of organization	Lack of organization
Demerit: Professional	52	Other unprofessional	Other Unprofessional

## V. Detention

A student can get a detention by getting three demerits in a day or by earning an automatic detention. Automatic detentions are given for infractions more serious than demerits, but not worthy of a referral. Automatic Detentions (ADs) result in -5 PREP points.

At Oak Park Prep, we give automatic detentions for the following:

Category	#	Abbreviation	Description
Disrespectful	53	-5 Afterschool	Afterschool infraction (results in loss of 5 PREP Points)
Automatic Detentions	54	Disrespect to peer	Disrespect to peer
Automatic Detentions	55	Disrespect to property	Disrespect to property
Automatic Detentions	56	Disrespect to adult	Disrespect to adult
Automatic Detentions	57	Disrespectful response	Responding to consequence inappropriately (smacking lips, mumbling, physical display etc.)
Automatic Detentions	58	Lack of Responsibility	Expecting others to do things for you
Automatic Detentions	59	Low level profanity	Using low-level profanity (e.g., “shut-up,” “damn,” etc.)
Automatic Detentions	60	Inappropriate contact	Making inappropriate contact (incl. kiss, hug, “playful” bumping, tapping, accidental trip etc.)
Automatic Detentions	61	Disrupting class	Disrupting class deliberately (including note passing)
Automatic Detentions	62	Horse playing/throwing	Horse playing or throwing
Automatic Detentions	63	Banned object	Gum / Candy / Soda / Phone / Electronics / Etc.
Automatic Detentions	64	Sleeping / Attempting to	Sleeping or attempting to sleep
Automatic Detentions	65	No Independent Reading Book	Not having Independent Reading Book at school and thereby not being prepared for Guided Reading
Automatic Detentions	66	Failure to return form	Failing to return a signed form the day after distribution
Automatic Detentions	67	Off Campus w/o permission	Entering Sac Highs or PS7 without permission
Automatic Detentions	68	Other AD	Other unacceptable behavior

Please Note:

- AD #63 also applies to misuse of school phones as described in the Student Phone Use Policy, which can be found in the Oak Park Prep Operations Manual.
- AD #65 should be used when the Independent Reading Book is not at school. If the book is simply in the students’ crate, use the unprepared demerit.
- Also, afterschool infractions (especially misbehavior during mandatory afterschool groups), is marked with a #53 and is a five point PREP Point deduction.

## VI. Clarification

Some of these distinctions between demerit, detention (and referral, discussed later) can be vague when read on paper. Throughout orientation and the year, we work hard to align and be consistent as a staff. The chart below clarifies the correct consequence in different situations.

- Names and numbers of merits, demerits, and AD's are subject to change

## VII. Detention Specifics

Detention is served from 4:30pm – 5:00pm the day after the detention is earned (for earning three demerits). Automatic detentions are served the same day they are earned in most cases. In the case that two detentions are earned on the same day, the student will serve detentions on consecutive days. If a student earns both a detention and professional work club on the same day, he/she will serve them on consecutive days. If students earn more than five (5) detentions and professional work clubs in any given week (from Wednesday to the next Tuesday) students will miss their Enrichment classes and serve Academic Extension. For example, if a student earns a combination of 7 detentions and professional work clubs (4 professional work clubs and 3 detentions) over the course of a week, they can only serve 5 of them during the week and therefore will have to make up two PWC/detentions during Enrichment time by serving one hour of Academic Extension.

If a student is required to stay for detention, he/she will be notified by his/her Homeroom teacher during afternoon Homeroom.

The school will send autocalls home to families informing them of next day detentions. The school will call families personally for same day detentions.

**Generally, students cannot be excused from Detention or Homework Club. Every trimester, families get one excuse, whereby they can ask for their child to be excused from after school commitments. To do this,** a family member must directly communicate with an Oak Park Prep administrator in order for their child to be dismissed at 4:30pm. An administrator or Office Manager records this excuse in the Afterschool Excuses Log.

## VIII. Tracking Merits, Demerits and Detentions

In order to consistently hold each student accountable for his or her behavior, Oak Park Prep staff members must ensure that they keep track of all Merits, Demerits, or Automatic Detentions assigned. At the beginning of each week, every staff member will receive a weekly packet of five blank Merit/Demerit/Detention Tracking Sheets in their mailbox. These sheets should go on the staff member's clipboard and should be with the staff member at all times. When a staff member issues a Merit, Demerit, or Automatic Detention, he or she should record it on his or her tracking sheet.

Each sheet will consist of two, two-column charts. On the left column of each chart will be student names grouped by Homeroom. On the right will be space to record Merits, Demerits, and Automatic Detentions. Teachers and staff will use a code to quickly and efficiently record the behavior. A number code will be used to explain the reason for issuing the Merit or Demerit. A key is located at the bottom of the tracking sheet.

Merit/Demerit/Detention Tracking sheets must be turned in by 4:30 pm. This ensures that the Office Manager is able to record data in the PREP database in time to produce the next day's afterschool lists. These consequences will contribute to each student's overall weekly PREP score, and they will determine the Detention and Academic Extension.

**Please ensure that you record consequences consistently and accurately, and that you submit**

**Merit/Demerit/Detention Tracking Sheets on time.** Failure to do this causes extra work for staff members. More importantly, inconsistencies between what staff members say and what the follow-up consequences are cause students and families to lose faith in our system. Students will learn quickly if a staff member is in the practice of issuing a Demerit or Merit without recording it. That staff member will lose respect and authority and the entire system will suffer.

## **IX. Contacting Families**

Although we have a school wide system for students who choose to not follow the rules, it is also necessary to have a way for staff members to deliver these consequences in a given class such that the student is redirected and, if the student continues to misbehave, the teacher can address this problem with the family directly. The family and student will know that the teacher or staff member is taking the problem seriously and that it needs to be resolved. Usually, a situation between student and staff member is best remedied by the teacher communicating with the student and the family. This is generally the single most effective way to get students to do the right thing. Even in cases where it is not entirely effective, it is the first step. Communication with the families is our responsibility and usually the single most effective way to modify negative behavior and reinforce good behavior.

**At Oak Park Prep, teachers and staff members are expected to call the family if:**

- They assign a student three or more Demerits in one day on and automatic detention.
- The teacher notices changes in behavior or effort.
- If your advisee earns Academic Extension.
- Any other concerns as necessary.

**Teachers and staff should also call home as often as possible to send good news and to support a student who has begun to make better choices.** These really can be helpful in getting parents on board and showing students that you are fair and that you care.

### **Best Practices for Phone Calls:**

- Introduce yourself, where you teach, who you will be teaching, and the subject you teach
- Make sure you are talking with whom you want to talk.
- Refer to the contact as Mr. or Ms. (last name) and introduce yourself as Mr. or Ms. (last name)
- If the adult seems distracted or busy, offer to call back or have him/her call you back
- Be the Teacher: confident and capable, gracious and polite
- If the parent is argumentative, do not engage in arguing the details. Do your best to stay positive and end the conversation. An administrator can follow up if necessary.
- Call every parent for positive reasons within the first two weeks.

## **X. PREP Reports**

Oak Park Prep Academy has developed a student PREP Report system to provide students, families, and teachers with a frequent, comprehensive report of student performance. A student's weekly PREP Report total is impacted by his/her fulfillment of Behavioral, Academic, and Attendance expectations. Current year-to-date-attendance, academic data and PREP Averages are also included on the report.

The PREP week runs Friday-Thursday, for logistical reasons. All students receive PREP Reports every Friday. Each student starts the PREP Week with 90 Points

**Students may increase their PREP Score by exceeding expectations** during a given week by:

- Earning Merits from a staff member for a variety of reasons, including but not limited to:
  - volunteering to help a student or teacher,
  - volunteering service to the school,
  - taking initiative,
  - showing courtesy,
  - performing an act of kindness,
  - outstanding effort or improvement,
- Earning high test or quiz grades, and
- Being awarded an AWPR.

**Students will decrease their PREP Score when they fail to meet expectations.** Specifically, PREP Points are deducted when:

- Students do not meet behavioral expectations (e.g., they earn demerits , detentions, suspension),
- Students do not meet attendance expectations (e.g., they are absent, late, or dismissed early),
- Students do not complete homework assignments up to Oak Park Prep Academy standards,
- Students are referred out of class, and
- Students misbehave in homework club or detention.

Students with low PREP must attend **Academic Extension**.

Each score is added to each student's **PREP Bank**.

Each score is averaged to make up at student's **PREP Average**

Students with **high PREP Report averages** earn rewards, including but not limited to:

- school celebrations,
- field trip invitations,
- invitations on the end of the year Big Trip for their grade level.
- Students with high PREP Averages earn the Platinum Scholar designation

Students with **low PREP Report averages** lose privileges and receive other consequences. Specifically:

- Students cannot participate in school events and celebrations, and
- Students will not be invited to school dances, reward field trips, or other reward event, and
- Students are not permitted to socialize during Community Circle lunches.

Students with PREP averages below 70 will receive support from their grade level team as well as individualized support from, and case management by, the Principal.

In order to facilitate student improvement, Oak Park Prep Restarts PREP averages at the start of each trimester.

Weekly PREP Reports are sent home to be **reviewed and signed by parents/guardians**. Students complete a **weekly reflection** to be reviewed by the student's advisor. The purpose of the reflection is for the student to better understand where they did well or need to improve, and to serve as a starting point for conversations between student and advisor as needed.

If a PREP Report or reflection is not returned the day it is due, the Advisor will assign homework club. If both are incomplete, the Advisor should follow up with the student and assign additional consequences if desired.

The school reserves the right to add or subtract PREP Points for examples of very good or very poor behavior.

KIPP schools use the phrase "earn it" when using this type of system. When referring to certain rewards, teachers will ask students: "Did you earn it?" This is a good way of letting the students know they are in control of their rewards and consequences.

PREP Score	Consequence
150 or higher	Free Dress Pass
120 – 150	Free PW Pass or Supply Bin
100 – 120	Pencil/Lollipop
80 – 100	Electives
50 – 80	Academic Extension
50 or below	Saturday School

## XI. Platinum and Silver Scholars.

In order to recognize students who consistently do the right thing, Oak Park Prep has two levels of behavioral privileges based on PREP Averages, attendance and grades. Students wear custom silicone bracelets to differentiate privilege status. Student privilege status is updated every trimester, in conjunction with their Report Cards. The list and table below spells out the different requirements for the passes and their associated privileges.

### Silver Scholar Award

Requirements (must meet all)	Privileges
<ul style="list-style-type: none"><li>95% attendance or above</li><li>3.0 GPA or above</li><li>PREP Report Average of 100 or above</li></ul>	<ul style="list-style-type: none"><li>College T-shirt or sweatshirt Fridays once per month</li><li>Second in line for lunch, bathrooms during breaks</li><li>Two exceptions for PWC</li><li>Consideration for leadership opportunities</li><li>Surprise privileges and events</li></ul>

### Platinum Scholar Award

Requirements (must meet all)	Privileges
<ul style="list-style-type: none"><li>95% attendance or above</li></ul>	<ul style="list-style-type: none"><li>College T-shirt or sweatshirt Fridays three Fridays per month</li></ul>



<ul style="list-style-type: none"> <li>• 3.5 GPA or above</li> <li>• PREP Report Average of 110 or above</li> </ul>	<ul style="list-style-type: none"> <li>• First in line for lunch, bathrooms during breaks</li> <li>• Transition to lunch independently</li> <li>• Five exceptions for PWC</li> <li>• First consideration for leadership opportunities</li> <li>• Surprise privileges and events</li> </ul>
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The “surprise” privileges outlined above are provided by the Administration and Grade Level team. For example, on a given day, Ice Cream may be given to all Silver and Platinum pass holders during morning break.

## **XII. Academic Extension**

If a student’s PREP score on their PREP Report score is ~~below 80~~ **low**, if they have not met behavioral expectations in Enrichment, **have two or more NCRs** ~~or if they have excessive detentions or PWC’s to make up~~ the student will receive Academic Extension on Wednesday afternoons in lieu of Enrichment classes. During Academic Extension students who have performed poorly during the week reflect on their behavior, complete missed or incomplete homework and complete other behavior-specific tasks. Students who were absent use this time to complete missed class work and homework. Repeat offenders have increased requirements such as greater behavior reflection and less time to work on homework due next week.

Academic Extension is a completely Silent class. During Academic Extension students are required to complete the following activities in order;

- Complete Academic Extension Reflection form (must be approved by teacher before moving on to the next activity)
- **Complete all missing homework from previous week**
- **Complete any missing work from the past week**
- **Read for 20 minutes in independent reading book and complete reading journal**
- **Complete homework for the following day**

### Academic Extension Preparation

The Dean is responsible for ensuring the preparation of the following items before the start of Academic Extension:

- Reflection and Goal Setting Template
- PW packets from previous week
- Core Subject Work – Teachers need to turn in core work to Dean every Tuesday.
- ~~A folder for each student with his or her PREP report stapled to the front. The folder will contain:~~
  - ~~A standard reflection~~
  - ~~An organization checklist or instructions~~
- ~~Each student’s folder will also contain the appropriate packet from the three following options:~~
  - ~~Reflection packet for students with mostly behavioral infractions~~
  - ~~Instructions for homework completion for students with attendance infractions~~
  - ~~Homework specific reflection packet for students with homework infractions~~
- ~~An accommodated or adapted packet for any high need or special education students, as appropriate~~

### **XIII. In-Class Suspension**

At times, particular infractions warrant consequences that are more severe than detention or Academic Extension, but less severe than Out-of-School Suspension. Therefore, Oak Park Prep Academy has an In-Class Suspension model ensuring that students have access to the curriculum while at the same time ensuring that students face serious consequences.

This allows us to decrease the number of days students with certain behavior problems miss due to suspension. Versions of this concept are used at many high performing charter schools.

#### A. What Can Lead to In-Class Suspension (ICS)

Specific infractions which may warrant In-Class Suspension from the community include:

- Low-level forging, cheating, plagiarism or dishonesty
- Skipping school or mandatory after school commitments.
- High-level infractions outside of school that happen en route to or from school.

In addition, students who have not met behavioral expectations over an extended period of time, as measured by a PREP Report score less than a specific school-determined threshold, may face ICS.

Furthermore, in order to promote and uphold our school community's values and Code of Conduct, students who communicate with a student who is on ICS also earn the consequence of being on ICS.

#### B. What Does it Look Like?

Students on In-Class Suspension will:

- When students arrive, they will check in with the Principal who will reiterate the expectations of ICS and receive their In-Class Suspension Sheet (to track behavior),
- Attend classes, receive instruction and complete class work,
- Wear a Student Orientation shirt, provided by the school, signaling that they have lost the privilege of wearing their regular uniform, which is earned by all students who complete Student Orientation,
- Not be permitted to communicate verbally or non verbally with students during the day, including breaks and lunch, except as instructed by a teacher during an academic discussion,
- Not participate in selected class activities, as determined by each teacher,
- Not participate in recess, and
- Students will not be allowed to participate in field trips and other rewards while In-Class Suspended. Exceptions may be made for certain field trips.

As with any suspension, a parent meeting with the Administration is required.

### C. How Long Does it Last?

The number of days on In-Class Suspension, determined by a school administrator, will be commensurate with the severity of the behavioral infraction, but will not exceed 5 consecutive days. Generally the initial consequence will be 1 or 2 days.

Violation of the requirements of In-Class Suspension results in additional days of In-Class Suspension or an out of school suspension. To reenter the community after In-Class Suspension, students must have a full day (in some cases two full days) of excellent behavior. To track this, each student will have an In-Class Suspension Sheet. On this sheet, there is one block for each period and a place for teacher notes. If the student has met terms of suspension (i.e. didn't talk/communicate with peers did their work, was respectful) for each class period, teachers will initial in the block. Violations in the hall/outside of a specific class period can either be indicated on the In-Class Suspension Sheet or emailed to the Principal. If students earn all of the initials in a day, they will be finished with the consequence. If they do not, the consequence continues.

### D. What If...

Students who are In-Class Suspended are subject to the following modified behavioral consequences:

- If they commit low-level infractions, they should earn demerits.
- If they speak/communicate with peers, or do not display appropriate effort or attitude, they do not earn their signature (and an additional day of on ICS).
- If they are late or do not complete homework up to standard, they will earn an additional day.
- If they are disruptive or disrespectful during class, they should be referred to the Principal.

If a **student who is not In-Class Suspended** communicates with a student who is, that student is referred to the Principal and begins In-Class Suspension. Generally if this happens before lunch, the student will serve the rest of the day. If it happens after lunch, they will serve the remainder of the day and the following day.

If a student who is In-Class Suspended repeatedly violate the terms of the suspension may serve their In-Class Suspension in the Main Office.

The administration will work hard to keep the number as low as possible. Generally, no class will have more than two students In-Class Suspended at anytime.

### E. Keeping ICS a Big Deal

In order to keep ICS as seen as a big deal, it is important to not overuse it. In addition to the above guidelines, we seek to do the following:

- When possible, we will use targeted consequences, PREP report deductions or Academic Extension and detention in lieu of ICS.
- We will assign fewer days of ICS at a time

## **XIV. Out of School Suspension**

Please see St. HOPE Public Schools suspension and expulsion policy in our Family Handbook.

## XV. The Apology Process

All students who are suspended (in-class or out-of-school) are required to write and deliver a thoughtful apology and share it with an appropriate subgroup of Oak Park Prep's community. For example, students who violate the physical or emotional safety of the classroom apologize to their homerooms.

Requirements for writing apology mirror the writing expectations for the student's grade level. Prompts and initial guidance is given by the Principal. Additional guidance is given by parents and, in most cases, classmates. The Principal will arrange a time for apologies in advance with the homeroom team.

## XVI. Repeat Suspensions

Students who are suspended multiple times will be required to write and share a genuine and reasonable plan for improvement to the Principal and staff.

In general, students who are suspended for multiple integrity infractions are subject to the following ladder of consequences.

1<sup>st</sup> offense: 2 days ICS,  
Parent meeting.  
Present apology to homeroom.

2<sup>nd</sup> offense: 4 days ICS  
Parent meeting.  
Present apology and plan for improvement to Principal.  
Peer advisor assigned.

3<sup>rd</sup> offense: 1 day OSS.  
4 days ICS.  
Parent meeting.  
Apology and revised plan to grade level during Community Circle.  
Contract between family and school.

# Responding to Misbehavior

## I. The Importance of Consistency

- If misbehavior goes unchecked at any time for any reason it becomes acceptable and undermines the system; this leads to confusion and future misbehavior. (see "100%" from Teach Like a Champion).
- Studies show that it is not the **severity** of the punishment that deters people from breaking rules, but the **consistent** application of consequences. It can't be, "If I do this, I might get caught." It must be, "If I do this, I know I will get consequence X." Sometimes this approach will take a very long time as the students tries to figure out who will change first.

- Sometimes we will find ways to work with students outside of this system by implementing a different behavior modification plan. However, when this happens, it is not the consistency of application of rewards and consequences that changes, but rather the system itself.
- **All staff members** should issue Demerits when students choose to break the rules regardless of when, where or how. It is our collective responsibility. Also, Merits have more value if students know that teachers notice their good choices regardless of where and when.

## II. Delivering Consequences

It's all in the delivery. A Demerit can be a punitive, insulting consequence. It can also be a **pause**, an **acknowledgment** of digression, a **redirection** and a **starting point** for positive choices.

Consider the following: "Delonte, guess what? Another Demerit, how many times do I need to tell you not to get out of your seat?"

As opposed to: "Delonte, as you know in our class before you get out of your seat, you need to get permission from the teacher. You have not followed the procedure so you have earned a Demerit. Please try and make sure that doesn't happen in the future. Now let's get back to work."

Fundamental to delivering consequences effectively is trust and fairness. Students must trust that you are, in general, on their team, and that you are fair.

Try to highlight the intrinsic consequences for behaviors when talking to students. Remember to reference Kohlberg's Six Levels at every appropriate opportunity.

### III. Some Best Practices for Delivering Consequences

- Always **avoid attacks on dignity**, no matter how small.
- Note that being assertive is not the same as being aggressive. A good teacher must be assertive and should not be aggressive.
- Deliver consequences so that **no one “loses face.”**
- KIPP schools use the word “**Yet**” to imply to the student that while they haven’t yet learned to consistently do right thing in a given situation, that they believe that they will in the future.
- **Give students control** over the outcome. Make it clear that you feel every behavior is a choice.
- Allow students to **choose to do it right** if they don’t want additional consequences.
- Students who feel **powerless** or trapped are not happy students.
- Deliver consequences **consistently** and **respectfully**.
- Identify the inappropriate behavior; don’t assume the student knows what he/she did wrong.
- If you see a violation outside the classroom, act on it, don’t ignore anything, even if you don’t teach the student(s). It is important that every teacher know the name of every student
- Try to **give out as many or more Merits** than Demerits.
- There are never exceptions to student disrespect.
- In cases where a student has made a poor decision, reference Kohlberg’s and ask them to reflect on their decision using the Six Levels.
- In some behavioral situations, check to see if a student is on an IEP or 504 plan. If you have any questions, check with our Education Specialist.

### IV. Kohlberg’s Six Levels

Below is the “Kohlberg Mountain” poster used in every classroom at Oak Park Prep.



## **A. Why we use Kohlberg's Six Levels**

In order to help our students grow into exemplary individuals, we use Kohlberg's Six Levels of moral development. Kohlberg's theory focuses on why people make the choices they do. The Six Levels are used as barometer of student choices, a road map to guide development and a common language to use when discussing choices. By learning and reflecting upon this framework, students learn to make the right decision, even when no one is watching.

These levels have been used successfully by many education organizations, including Rafe Esquith, from whom some of this section has been adapted. As he states: "The Six Levels were simple, easy to understand, and more important, perfectly applicable to teaching young people exactly what I wanted them to learn. I quickly incorporated the Six Levels into my class, and today they are the glue that holds it together. Trust is always the foundation, but the Six Levels are the building blocks that help my kids grow both as students and people."

This theory is taught and reinforced during student orientation. However, to be truly successful, we as a staff must commit to using this framework when every addressing student behavior.

Undoubtedly, Esquith is a master teacher. His methods have been used very successfully by schools. As we focus on building great students and great people, this framework will be central. We will teach students this framework, get their buy in to the fact that being higher on Kohlberg's is better, and constantly ask them to reflect on their decisions using the Six Levels. Certainly this won't happen overnight and progress will be slow; it is an effective framework that has worked well with astounding results.

We have many systems at our school that give rewards or consequences, which is an apparent contradiction to using this model. The distinction to be made is that while these consequences and rewards exist, they are not the reason why a certain behavior is right or wrong. While going 100MPH on the highway does come with a consequence, most of us don't do it because of a concern for the safety of ourselves and others.

An example of how Rafe Esquith uses the Six Levels is included in the first two chapters of his book: [Teach Like your Hair is On Fire](#).

In conclusion, we use Kohlberg's framework for the following reasons:

- Kohlberg's six levels are a way to think about decisions, a way to analyze implications of their decisions.
- It provides a common understanding and common language.
- By using it, we are explicitly and implicitly showing high expectations, and modeling a thought process to evaluate decisions and motivations.
- Using this framework well is about recognizing the positive choices and celebrating them more than pointing out low level behavior.
- This framework is also a very helpful way for us to think about individual students and their needs, thereby targeting our strategies and interventions.

## **B. Incorporating Kohlberg**

- All staff should aim to use connections to Kohlberg's at least 1-2 times a class or in student interactions when teachable moments arise.
- Do not feel required to use it for every demerit, use it when it makes sense. Push yourself to find times to use it. This becomes easier with practice.
- When planning a unit, consider if there are natural connections with Kohlberg's Six Levels or a current or past Character Value.
- Use it when having individual conversations to help them identify their motivations.
- Include a question or two related to Kohlberg's Six Levels on a homework assignment or a current or past Character Value.

## **C. Examples: How to incorporate and reinforce Kohlberg's Six Levels**

### Quick responses (positives)

- Way to live your code.
- Be the change.
- I know you didn't do that for the merit, but I am going to record it.
- That's your code.
- That is high level!
- Talk about community-minded!
- Level 6!
- If only everyone in the world was like you.

### Quick responses (redirection)

- Don't do it for me, do it for you.
- I know who you are, and that isn't it. I think you know that, too.
- Think about your community.
- I know that is not your code.
- You need an education to change the world, you need a pencil to do math.
- Is that helping you (or anyone) get closer to college?
- Is what you are doing helping (\_\_\_\_\_?)
- Helping or hurting?
- I'm documenting that choice (instead of behavior)
- I don't want to regulate your behavior for you
- I want you do regulate your behavior and want to do the right thing
- I am hoping you that in the future you will have the courage to live your code.



### Questions to students

- Think: Is that getting me closer to college?
- Whose rules are you following?
- If you live your code, we don't need merits or demerits.
- Can anyone identify what level that choice was?
- Are you doing that for me or for you?
- Are you doing that for you or for us?
- Are you doing that for us or for the world?
- To the class: Can we think about how does this help/hurt the community?
- What level was your thinking on that one?
- Does that help make the world a better place?
- Are you following rules or following your code?
- How is this helping your community?
- Are you being the change you want to see in the world?
- Are you living your code?

### Longer responses

- Everything I know about you says that you are a good person and that you live your ethical code.
- That decision looked more like/ When you do that you are \_\_\_\_\_ (impressing others, avoiding consequences, following rules...)
- Courage is grace under pressure.” How you are responding to \_\_\_\_\_ (consequence) shows your courage. It takes a lot of courage act at level 6 / live your code.
- You are demonstrating grace under pressure...well done.
- I think that is a level 3 response, you were saying what I wanted to hear
  - I want you to do what is good for you and for the community, more like level 5 or 6 Find a way to close that gap in the future.
- Stop for a second, class. Did anyone see that? Did anyone make a connection? That was a level \_\_\_\_\_ choice; she was showing \_\_\_\_\_... that is level \_\_\_\_\_.

## Some examples of responses to specific situations

### When addressing poor class-wide behavior:

“We as a class don’t do the right thing to avoid consequences. We as a class don’t do the right thing to earn rewards. We as a class don’t do the right thing to please our teachers. We as a class don’t do the right thing because we follow rules. That’s not who we are; that’s not our code. We do the right thing because we know how important this school community is to our neighborhood, to our families and to ourselves. We do the right thing because it will help this school community grow, improve, and be the best it can be.”

### When a student displays great enthusiasm:

“Brianna, I am so impressed by your tremendous enthusiasm. It is definitely worthy of a merit. But let’s not focus on the merit. Let’s instead focus on how your tremendous enthusiasm inspired your classmates. Did you see how Jose’s face lit up when you spoke so passionately? Keep on showing enthusiasm for the right reasons – because it will inspire your classmates to have just as much enthusiasm as you.”

### Talking during class:

1. Teacher should issue a demerit and then check in with Narciso after class.
2. Teacher should ask, “Why is it important to listen while a teacher is giving directions?”
3. With questioning, help Narciso come to the conclusion that it is important to listen while a Teacher is giving directions because it is respectful of his teacher and peers (who are trying to listen and learn!)—Level 5—and also if he is speaking that he is missing the lesson and not furthering his education (which is his key to his future)
4. Ask: Why do you think that this rule is in place? Talking in class is tearing down the community of the classroom because it is not considerate of your classmates who are trying to listen to my instructions. I know that you care more about your classmates than you are showing. This is a demerit and I expect that you will show your classmates how determined you are to help build a better community in the coming classes.

### Student is crying/upset during private conversation

1. After helping the student calm down and addressing their concerns, transition to a reflective moment.
2. Ask: Why are you crying? Follow up: Were you crying because you were in trouble? Because you made me (or other adult) upset? Because you broke the rule? Because you let yourself down? Because you let your community down?
3. How can we learn from this experience?

### Student disagrees with consequence:

“You are talking about the symptom, and I am talking to you about the cause”

## Examples of Homework Questions

1. Why is it important to show integrity in your academics?
2. Is it important to be honesty/show integrity in your friendships? Why or why not?
3. Do you know someone who cheats or lies? What do you think about them?
4. How does cheating on an assignment hurt you?
5. How does cheating on an assignment hurt your classmates?
6. How does cheating on an assignment hurt your school?
7. If you decided to cheat on a homework assignment, what would some of the costs of that decision be? (we talked at length about cost benefit analysis today)
8. Deciding not to cheat on an assignment can be analyzed on many different levels of Kohlberg's mountain. Describe one.
9. How have you become a better person since starting at Oak Park Prep?
10. Have you ever cheated before? If so, describe what happened and how it made you feel? If not, how do you think it would make you feel?
11. Is cheating part of your Ethical Code? Why or why not? How do you know?
12. If you cheat on your math homework, what will happen when there is a test? What will happen when you have a job and a family and you need to manage the money?
13. What do you want to be when you grow up? How does this job require integrity?
14. What do you think would happen if you had a respectable job and you showed a lack of integrity by lying or cheating?
15. Can you name any long term benefits from cheating? If so, please explain below. If not, please explain one long term cost.

## **V. Promoting Respectful Disagreement**

- A lot of times a student will disagree with a consequence. It is important to give students an avenue through which they can disagree, but do so with respect for themselves and the adult. The acceptable response to a consequence is: **“Mr. Schwinn, I respectfully disagree”**
- If a student chooses this response, they have chosen respect. The staff member should welcome a conversation later. It is the responsibility of the student to take initiative to arrange a meeting.
- If the student chooses another, disrespectful responses (be it verbal or physical display) to the issuing of a consequence (either a Demerit or an Automatic Detention), he or she will receive an Automatic Detention for that disrespect.
- In order to prevent escalation, before the Automatic Detention is issued, it is suggested that the staff member give the student an “out,” and **suggest the later conversation**. For example, “John, you know the policy for disagreeing. The way you chose to respond to the Demerit was not respectful. This, as you know, warrants an Automatic Detention. If would like to talk about why I issued either the Demerit or the Automatic Detention, we can do this after class. Now, however, it's time to get back to work.”
- Students who continue to argue **should not** receive yet another Automatic Detention. The staff member should remind the student that a staff member will be contacting the family that night and that they can choose to show respect at this point to give the staff member something positive to report in the call tonight.
- Students whose response becomes egregious should be referred to the Principal.
- **It is very important that the consequence be delivered with respect if we are to expect a respectful response.**
- These conversations are to happen before school or after school when both parties are mutually available. Students should not use homework club or detention time to respectfully disagree unless initiated by the teacher or requested by the Principal.
- Teachers should not feel the need to arrange these meetings, give out appointment invitations or seek out students during the day.
- The onus to initiate the meeting falls on the student, as the teacher is consistently available before and after school.

## VI. Things to Try to Avoid

- No Warnings - Warnings instead of Demerits can undermine the system and your authority. If the offense warrants a Demerit; give the Demerit. A Demerit is a warning.
- Making individual “deals” with students has an adverse effect on the entire school culture.
- Do your best **not to entertain arguments about Demerits**. Discussion and explanations should happen outside of class. Students who disagree can do so by using Respectful Disagreement.
- Try not to make idle threats or argue with a student. Avoid escalating a minor problem into a major one. Don’t back a student or yourself into a corner. Neither party needs to “lose face.” Consequences should be given and received with respect.
- It’s tempting to say more when angry or facing a difficult behavioral situation, but it’s often better to make your points calmly and succinctly and get on with class. Students respond better to terse directions that correct behavior than longer explanations that put them in the spotlight.
- Collective punishments of a class for the transgression of one student are not fair; they don’t work and families strongly object to them. However, having a class repeat a procedure if it is done incorrectly or questioning whether or not a class is ready to do a project because of a few students’ poor behavior choices can be effective.
- While students may over use this, **please do not tell a student that they are not allowed to respectfully disagree**. If students are abusing this policy; please explain to them that this should be used sparingly (kind of like 911). Feel free to send them to the Principal for follow up.

## VII. How an Adult’s Actions Might Contribute to Student Misbehavior

- Issues that could be resolved with a look, a Demerit, a redirection, or a smile can be escalated by the teacher who responds rashly rather than in a way aligned with his/her own behavior plan.
- Confusion is created when the adult is unable to/does not communicate expectations clearly.
- Adult-centered lessons leave kids sitting and inactive. Kids like to be active; they make their own action if not given the opportunity to be constructively active.
- If an adult has not set and reinforced procedures, students will not necessarily do things the way the adult wants. After this happens multiple times, the adult can become frustrated and express frustration with a student who was really trying to do follow directions. The teacher may also engage the consequence ladder, moving students quickly to higher consequences and running out of headroom, when the entire interaction should have been avoided with a good procedure.

## VIII. The Big Picture

You as the teacher have at your disposal a powerful and clear system of consequences and rewards. While consistency is incredibly important and standards need to be the same across the school, there is a degree of sensitivity that needs to be exercised when using the system. You have many tools in your belt in addition to merits and demerits.

- Seek to understand your students. Get to know how they work and how they think. Certain things WILL set off certain students (at this stage in their development) no matter what the consequences or structures in place.
  - Remember that students who are making efforts to improve need to know that someone is noticing. However, desire to improve and real improvement are two very different things.
  - With respectful disagreement, our standard is that students should not argue or converse about the consequence. Does it make sense to give a consequence to a student if you ask a rhetorical question to a student and they answer?
  - Try to understand motive and intention when assigning consequences.
-

- Am I frustrated with this student? What else can I do to get at the root of the problem?
- Always remember to communicate the intrinsic consequences (or rewards) of a student's actions.
- Always remember to reference Kohlberg's Six Levels whenever appropriate.

## Out of Class Referrals

### I. Before Sending a Disruptive Students to the Principal

Try to find time to do the following:

- **Use your teacher magic: the look, proximity, regulate your volume**
- Use outside or another part of the classroom as a space for a **private discussion**
- Reinvest the student
- Show concern
- Remind them how they can do better.
  - Keep in mind that the student may still feel that they have an audience. Just because you are talking quietly, that doesn't mean the student isn't entertaining or distracting the class.
- Have the student **change seats** to an extra desk or part of the room.
- Have the student face away from the rest of the class.
- Privately remind the student that while you will be **calling home tonight**, he or she can still greatly **influence** the content of that call, a big change now on their part, will mean a big change in the tone and specifics of the call.

These strategies are best used **in-between infractions**, not at the time of the next infraction. This gives you additional strategies to use that do not undermine your consistency.

### II. Support

Oak Park Prep will not tolerate disruption of academic time. To this end, we have developed policies that nearly eliminate procedural interruptions of class time (announcements, tardies, early dismissals, etc). We have consistent and clear expectations. We have clearly defined positive and negative consequences. We have developed consistent structures across classrooms and within the school. We designed ways to increase student investment and family involvement. However, in the case that a student is sufficiently disruptive and the teacher has tried appropriate strategies, the teacher should send the student out of class. If students are upset such that it inhibits their ability to learn, teachers may send that student do the Principal. Please use a referral to explain.

**The following are examples of times when a teacher CAN send students out of class**

- Student asks to talk with Mr. Schwinn or mentions other major personal problem.
- You think the student would benefit from a redirection from the Principal.

**The following are examples where teachers SHOULD send students out of class**

- Gross disrespect to any member of the class or teacher including threats (empty or otherwise)
- Profanity (including low-level profanity to classmate)
- Student is inordinately upset to the point that they are unable to learn.

- Two students are engaged in a conflict that requires immediate resolution.
- Continual disruptions (4 infractions in a class period).
- Significant disruption to the point it prevents the teacher from continuing the lesson.
- Student is engaged in significant “behind your back” behavior of any kind, i.e. throwing erasers.
- Refusal to follow teacher’s directions.
- Safety issues; roughhousing, assault, weapon etc.
- Student has exhausted their emergency bathroom uses for the trimester.
- Any behavior which undermines the teacher, the dignity of a class member, or the culture of the class in anyway.
- If you are unsure of the appropriate response, **referring is always a good option.**

### III. Referring a Student to the Principal

- Sending students out of your class should be the last resort, in that **it can be seen to undermine your authority or ability to control the class.** On the other hand, letting certain behaviors slide can undermine class and school culture.
- The teacher should separate the student from the class and set the class to a short task to give her/him a few minutes to complete the Principal Referral.
- The student should immediately be sent to the Principal’s Office.
- When sending a student to the Principal, **you must send Principal Referral.** While it is likely that you will not have time to give a complete report, it is imperative that you send a referral, even if it is very brief. If possible please, take a minute or two to provide some information about the incident so that the Principal can proceed.
- **On the referral, please write the number 1-10 in the notes section to indicate severity of the incident and indicate if you require a meeting before the student returns to class.**
- **Make sure to write whether or not you would like to meet with the student before they return to their next class.**

### IV. After the Student is Sent Out

1. The student will bring **Principal’s Referral** to the Main Office
2. The student will complete a behavior reflection. The student will write about why they were asked to leave class, using a several prompts.
3. The Principal and the student will try to get to the **root causes** of the behavior.
4. The Principal will try to **prepare the student** for a positive conversation with the appropriate staff member (if needed).
5. Teacher’s; you may send class work for the referred student to the Main office. The Principal will allow the child to complete this work provided they have completed their reflection in a timely manner.
6. The staff member will check in with the Principal after the event for a conversation with the student, facilitated by the Principal (if needed).
7. It is imperative that you **check in with the Principal after that class**, or if you teach back to back, immediately after that class to follow up on any students sent out of class, especially if you have requested a meeting, otherwise the student will be out of class until that meeting happens. It is the goal of the Principal to prepare each student for that conversation so that it is productive and positive. Please try and come to the conversation with a positive, results-focused attitude. Take a second for yourself so that you do not show up to the meeting angry. The goal of meeting is resolution and should be forward looking.
8. The student will return to class if he or she is ready to, or they will stay with the Principal, receive additional support and/or face additional consequences
9. **The teacher and/or Principal will phone the student’s parents that day.** If the offense is more serious and requires further action (i.e., out-of-school suspension), is part of a larger trend or the teacher requests additional support, the Principal will make a family call.
10. Depending on the other consequences assigned, the Principal may record the referral in the PREP database for a -5 point deduction.

## **V. What To Do If...**

Many behavior situations require on-the-spot analysis and decision-making. It is useful to develop a general plan for dealing with these situations. Below are some suggested responses to various difficult situations. During staff orientation, we will be role playing these and various other situations to ensure consistency. The following is a list of best practices and suggestions. They are by no means prescriptive. Staff members will find their own ways to respond to different challenges.

### A. Student Will Not Leave the Classroom When Asked

- The student is doing this to get a reaction; don't give it to him or her.
- Give minimal attention to the student and student's action.
- Try to avoid the "you are going to leaving class because I said so" escalation.
- Calmly let the student know that he or she is receiving a referral and you will call home to discuss the matter. That is set. What the student can do now is not make things worse.
  - The student is adding on poor behaviors that you will discuss with the Principal and the parents.
  - You aren't angry, but things obviously aren't working right now.
    - "Why not just go? We clearly aren't seeing eye to eye."
    - "You are negatively impacting your classmates' instructional time."
    - "It is time to go, I have a job to do here in class; We'll talk later."
- Call the Principal as backup.
- If ever you feel like you don't know what to do or a student flat out won't listen to you, respond calmly, don't allow the student to think he or she has pushed your buttons, otherwise this is a loss of authority. Respond with an air of "there will be consequences for your actions but now is not the time."

### B. Student Continues to Argue After You Have Ended the Conversation

- Before you make your final point, calmly let the student know that once you are done with this statement, you are done with conversation for the moment.
- Do not engage the student (see "Teach Like a Champion" – Technique 38: Strong Voice). Be positive here, be the adult. Remind the student that the conversation is over and that it can and should be continued, but now is not the time. Let them know what he or she should do instead of arguing (please go to the wait in the hall/go to the Contemplation Corner/Go to the Principal's Office) and return to teaching the class.

### C. Student Walks Out of the Classroom

- Don't give the student the reaction he or she might expect. Give the situation and the student minimal attention.
- Write a referral, contact the office, Principal or other staff member to track student and continue on with class. The Principal will follow up and give consequences.
- Call the parent that night.

### D. Student Chooses Not to Work

- Inquire why, perhaps there is a good reason.
- Issue a Demerit and try to reinvest the student with a private conference if possible.
  - Show concern that they are missing the opportunity to learn.
- Continue on with lesson and require student to complete missed work during lunch or after school.

### E. Parents Side with the Student Even When the Student Is Clearly at Fault

- Extend a genuine invitation for them to observe class.
- Suggest a meeting with an administrator.
- Turn situation over to the Principal.

#### F. Student Safety is in Question

- If you suspect a student's personal safety is in question, or if there has been a behavioral incident that has taken place late in the day, make sure the student has not left school before we have been able to address the situation.

## **XV. RESPONSIBILITIES OUTSIDE THE CLASSROOM**

### **Responsibilities as a Teacher**

1. Check homework daily. ~~By noon, everyday, teachers must check all student homework assignments turned in that morning to ensure they meet school guidelines and any additional class specific guidelines. Teachers will turn in their professional work club logs to the Office Administrator.~~
2. Grade regularly, return work promptly (withing 24-48 hours and within one week for larger projects) and maintain an up-to-date gradebook on Illuminate. Gradebooks need to be updated every Tuesday. "Updated grades will be sent home every week on Friday. Therefore, it is very important that you remain up-to-date with your grading. There are numerous other reasons why regular grading is critical. For example:
  - Students are exposed to regular feedback that will help them improve;
  - Administrators and other faculty members need access to updated grades to facilitate meetings
  - Good grading habits will relieve your long-term anxiety level

To effectively grade a professional work assignment does not necessarily mean to read, mark, and grade every single question or problem. Instead, effective grading can often be accomplished by choosing and grading two or three questions per assignment.

Professional work assignments should be returned to students during class. To the extent possible, please avoid returning professional work during non-academic times such as break, lunch or homeroom.

3. Submit all first draft lesson plans to the principal and post [student deliverables](#) ~~final draft lesson plans to~~ Google Drive on time according to the submission Calendar (see Calendar for Lesson Plan Submissions distributed during Summer PD)
4. Work effectively and regularly with the Principal to improve your practice.
5. Participate in Family Conferences. Conference dates are listed on the school calendar. Please plan accordingly.
6. Maintain [vibrant and student print rich classrooms](#). ~~a subject area wall space in each classroom.~~



7. Attend student-related meetings. Occasionally, various types of student/family meetings (e.g., IEP team meetings) requiring teacher attending take place throughout the week, either before, during, or afterschool. Please do your best to attend these meetings as regularly as possible.

Day	Deliverable
Monday	GLC Notes, SPED Bins
Tuesday	Updated Grades & Weekly Work for AE
Wednesday	Student Thank You Notes
Thursday	Lesson Plan Draft
Friday	Print Student Deliverables for next week

### **Responsibilities as an Advisor**

The goal of the advisory program is twofold: to be the main contact person for a group of students and to ensure follow up on action items decided upon by the grade level team for your advisory students.

Each teacher will be assigned one homeroom as their advisees. Advisors have three primary responsibilities:

1. Communicate with families of students, regularly. All members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education and abides by the school's expectations. These high expectations, based on research of successful schools and our own experience, are in the best interest of every child. Simply, schools that hold and maintain high expectations of themselves, their students, and parents produce successful and productive young adults. It is the responsibility of the school to communicate with parents regarding the successes and missteps of their children.

Generally, the more positive and focused your interaction with parents, the better. More than anything, continue to convey a sense of purpose. All of our rules and procedures exist to allow for high-level academic achievement of every student.

We hold the following, communications-related expectations of all advisory teachers

- Call families of all students within the first two weeks of the school year to ask families how their child is adjusting to the new school year and to highlight positive experiences with the student.
  - Call the families of all students once per month to update them on student status.
  - Call families immediately if you notice a sudden change in student behavior or academic behavior in your class (e.g., student seems unusually disengaged, homework quality has decreased over the past few days, student has been making insightful comments this week)
  - Call families to alert them of upcoming major assessments, especially if a student "needs" a particular grade (e.g., to make Honor Roll, to pass for the trimester)
2. Advisors will ensure follow through on any action items related to advisee decided upon during grade level team meeting.
    - a. Through our grade level student support structure, all staff will be observers of student behavior and be encouraged to share concerns about student health, academic performance, behavior and emotional well being. In a sense, the entire grade level team takes on the role of "observer" of each student.
      - i. For example, Staff A might notice that one of the 7<sup>th</sup> grade students has become withdrawn and no longer completing homework regularly. Staff A would bring this up as an agenda item during the team meeting.

- b. The grade level team will determine the appropriate course of action to address the concerns during the weekly meeting. The appropriate people in the school take on the role of “actors” to provide targeted support to the student.
    - i. For example, the Grade Level team may decide that this student might benefit from talking with the school counselor, and home visit by the advisor to ensure proper at-home supervision and support.
  - c. The advisor will ensure follow through on action items determined by the grade level team. The advisor takes on the role of “case manager” to ensure that follow up is completed.
    - i. The advisor will communicate via email with the point-people for the different supports and ensure they have been completed.
    - ii. The advisor is responsible for reporting back to the group when and how the follow-up action has been completed. The advisor will email the Grade Level Team leader with an update on what actions have/have not taken place. If follow-up requires more than one week, Advisor will update the Grade Level Team leader each successive Wednesday until all follow-up has been completed.
- a. Advisor will sign (and comment on) PREP reports weekly.
- a. Specifically:
    1. ~~On Friday morning, review each advisee’s PREP Reports (including grades), write comments on it, and sign it.~~
    2. ~~On Monday morning, review each advisee’s weekend reflection and ensure a parent/guardian has signed the report. Follow up with students, occasionally, to discuss their reflections.~~
    3. Check in with students as you pass out PREP Reports each week.
    4. Collect communication folder every Thursday and call parents of student who are missing folder.
    5. If a student does not submit a PREP Report that is signed and up to standard, the advisor ~~will log an incomplete or unprofessional homework infraction.~~ will make a deduction in their PREP score. After reviewing PREP reports and recording this data, teachers may recycle PREP reports. There is no need to keep weekly PREP reports on file.
    6. At the mid-point of each trimester, PREP reports will serve as quarterly progress reports. Advisors should follow the same procedure (review progress report for parent signature & quality reflection & send HWC e-mail) as they do with weekly PREP reports. Progress reports should then be submitted to the main office and will be filed in the Dean of Administration’s office. Students who do not return a signed progress report will earn a detention for every day that a signed progress report is not returned. The Office Manager is responsible for tracking the return of signed progress reports, assigning detentions to students, and filing progress reports.

In addition, advisors are encouraged to follow these recommended “Best Practices”:

Take a “whatever it takes” approach to advisee success. The most successful advisors will develop the following mindset: “This is my student and I will do everything possible to ensure that he/she is making good decisions.” More specifically:

1. Ensure students are being academically successful by checking their grades at least once every two weeks. Work relentlessly to encourage students to make decisions (e.g., go talk to a teacher) that will help a them pass their classes. Make FAILURE a BIG DEAL. If needed, push student using appropriate individualized approach to ensure academic success. Do whatever it takes to help all students reach their academic potential.
2. Ensure students are fulfilling PREP expectations by monitoring their PREP Reports carefully. Celebrate occasions when students go above and beyond our expectations, and address students directly when they are falling below expectations. Moreover, feel some ownership over the choices your students are making and use this as motivation to help them improve. If needed, create individualized behavior / incentive plan with student and family.

3. Build a strong relationship with your advisees and their families. Talk with your advisees in a one-on-one setting at least once every two weeks. (The Homeroom Team model provides opportunities for advisors to do this during Morning Homeroom time.) Talk about integrity, talk about goals, and talk about life. Listen to students and hear about their experiences and choices outside of school. Give students opportunities to reflect on their own personal growth and internalization of our school's values.

### **Responsibilities as a Staff Member**

1. Serve as part of a Homeroom Team. Homeroom teams are charged with several high-priority logistical responsibilities, including:
  - Accurately complete daily attendance
  - Ensure absent student procedures are completed
  - Read professional work club and detention lists

Additionally, because students spent nearly all day in their homerooms, the culture developed in this space is critical. Each member of a Homeroom Team is charged with (1) ensuring a positive, achievement-oriented culture is fostered in his/her homeroom and (2) carrying out a yearlong dialogue that helps our students internalize school values. These are lofty, challenging objectives, but ones that, when fulfilled, are extremely satisfying.

2. Follow proper protocol when you will be absent. No matter how great the substitute and the lesson plan, a class covered by someone other than the actual teacher is never as good. As a teacher, the best thing you can do is to leave lots of meaningful work for a covering teacher to teach. Please know that by covering a class for a sick staff member one day, someone else will be covering for you on another day. As much as possible, the administration will keep your needs in mind and only ask you to cover when absolutely necessary.
  - If you know you're going to be out sick, please contact the Principal by phone (916.704.7464) and by e-mail ([acervenska@oakparkprep.org](mailto:acervenska@oakparkprep.org)) as soon as possible (even if it is the evening before):
  - Have a substitute plan in an easily found location in the event that you cannot create an up-to-date plan.
  - Please avoid absences in the first and last weeks of school, if possible.
  - Please do not plan personal days just before or just after a vacation.
3. Participate meaningfully in Wednesday afternoon collaborative planning time and staff Professional Development sessions. Professional development will be held regularly (i.e. weekly) from 12:50pm-4:00pm. This time should not be reserved for other work.
4. Provide coverage, as noted on the school schedule. Examples of coverage responsibilities include student arrival coverage, break coverage, and lunch coverage. Please ensure you arrive on time to all coverage assignments.
5. Enforce our school's Code of Conduct and work with administration to help enhance Oak Park Prep's school culture.
6. Be an active member of the school community. While we shy away from specific requirements, many school activities (e.g., dances) and programs (e.g., Enrichment activities) can't function well without the active involvement of our team members.
7. Live our school's norms.

	Monday, August 4th	Tuesday, August 5th	Wednesday, August 6th	Thursday, August 7th	Friday, August 8th												
7:30- 8:00	Arrive, get seated	Arrive, get seated	Arrive, get seated	Arrive, get seated	Arrive, get seated												
8:00 - 8:15	Communtiy Builder	Math and ELA Department Collaboration- specific to content area. Other Departments: Classroom Set-up time or Lesson Planning Time	In Class Behavior Managemetn System (merits/demerits)n: Procedures and Norming	Basic OPPA Professional Expectations	Attendance Procedures												
8:15 - 8:30	Arrival Procedure/Breakfast/Dress Code/Unifrom Check/ DEAR time. Overview and Practice			OPPA Calendar and Daily Schedule Overview	Illuminate Reboot												
8:30 - 8:45				Student Handbook Jigsaw	Substitute Expectations/Planning												
8:45 - 9:00																	
9:00 - 9:15																	
9:15 - 9:30																	
9:30 - 9:45																	
9:45 - 10:00				Break	Break	Break											
10:00 - 10:15																	
10:15 - 10:30																	
10:30 -10:45																	
10:45 - 11:00																	
11:00 - 11:15	Phone Calls to homeroom students to invite families to orientation/introduce yourself	Admin Behavior Management Sytsem	Culture Week	Break													
11:15 - 11:30					Class to Class Transitions	Blue Communication Folder Procedures (Newsletters, paychecks, grade print outs)											
11:30 - 11:45																	
11:45 - 12:00																	
12:00 - 12:15																	
12:15 - 12:30																	
12:30 - 12:45	Lunch	Lunch	Lunch	Lunch													
12:45 - 1:00																	
1:00 - 1:15																	
1:15 - 1:30																	
1:30 - 1:45																	
1:45 - 2:00	Homeroom/ Class Time Procedures Overview and Practice	Lunch Transitions and Pick Up	St. Hope Writing	Vision Feedback and Investment Plan Creation	Run Through of Day 1												
2:00 - 2:15																	
2:15 - 2:30																	
2:30 - 2:45																	
2:45 - 3:00																	
3:00 - 3:15	Classroom Set- Up Time or Lesson Planning Time; Grade Level Chair Meetings with Education Specialists from 3:30-4:00	Scripting Individual Classroom Procedures and Practice	History/Science Department Collaboration Other Departments: Classroom Set-up Time/Work time	Lesson Plan Rehearsal	Sped Meetings												
3:15 - 3:30																	
3:30 - 3:45																	
3:45 - 4:00																	
4:00 - 4:15																	
4:15 - 4:30	Classroom Set-Up Refresher/Q&A Session	Classroom Set-up. Rooms need to be 100% by Friday, August 8th.	Classroom set-up. Rooms need to be 100% by Friday, August 8th. MJ will provide feedback to each classroom teacher.	Grade Level Meetings	Break	6th Grade Classroom Walk Through											
5:30-6:30							7th and 8th grade orientation			Happy Hour at Pasesanos							
											Classroom set-up. Rooms need to be 100% by Friday, August 8th.	Classroom set-up. Rooms need to be 100% by Friday, August 8th. Culture week assignments. Class Syllabus.	Classroom set-up 100% completed. Substitute Lesson Plan. Seating Charts.				
Deliverables																	

Trimester	Date	Focus	Upcoming Events
Trimester 1	Interim 1	Focus on student culture, creating high expectations, investing students in purpose, effective planning	Culture Week Positive Culture Event -TBD Board Meeting - 9/12 HPCU College Fair 9/13 30 Day IEPs - 9/18 St. HOPE Dinner 9/26
	21-Aug	Collaborate - Mid-culture week debrief - reactions to new students	
	28-Aug	Training - Culture Taxonomies (C2, C4) Positive Culture Event Presentation	
	4-Sep	Focus - Interim 2 Assessment and tracking student progress to goal (A1)	
	11-Sep	30 Day IEPs Meetings	
	18-Sep	Training - Accommodations/SPED student support (P4)	
	25-Sep	Training: Data Analysis	
	Data Day 9/27	Interim 1 Data Analysis	
	Interim 2	Maintaining student culture and high expectations, engaging students in purpose, effective planning	Progress Reports - 11/8 Positive Culture Event - TBD
	2-Oct	Training - TBD Positive Culture Event Presentation	
	14-Oct	Observation/Debrief - Half day observations at other schools, share and implement best practices	
	16-Oct	Collaborate - Identify failing students and create intervention support (A2)	
	23-Oct	Training - Planning cognitively engaging lesson (P3)	
	30-Oct	Collaborate - PREP Awards	
	6-Nov	Focus - Progress Reports	
	Data Day 11/8	Interim 2 Data Analysis	

Trimester	Date	Focus	Upcoming Events
Trimester 2	Interim 3	Maintaining student culture (reflections from survey) and high expectations, Effective execution, focused differentiation	Positive Culture Event - TBD PREP Awards 11/15 Self Evaluations 11/22 Board Meeting 12/12 Initial Evaluations 12/13 Action Plan 12/20
	13-Nov	Collaborate - Student Survey Analysis, culture reflection Collaborate - Progress Reports, create support systems for failing students	
	20-Nov	Focus - Self Evaluations	
	4-Dec	Training - TBD based of initial evaluations Positive Culture Event Presentation	
	11-Dec	Training - TBD based of initial evaluations, focus on low scoring rubric standards	
	18-Dec	Focus - Teacher Action Plan	
	Data Day 1/6	Interim 3 Data Analysis	
	Interim 4	Maintaining student culture and high expectations, focused differentiation and targeted intervention	Progress Reports - 2/14 Positive Culture Event - TBD
	8-Jan	Collaborate - EOY goal progress Positive Culture Event Presentation	
	15-Jan	Collaborate - Identify failing students and create intervention support	
	22-Jan	Observation/Debrief - Afternoon observations at other schools	
	29-Jan	Observation/Debrief - Share best practices, implement best practices	
	5-Feb	FLEX - TBD	
	12-Feb	Focus - Progress Reports PREP Awards	Collaborate -
	Data Day 2/14	Interim 4 Data Analysis	

Trimester	Date	Focus	Upcoming Events
Trimester 3	Interim 5	Maintaining high academic expectations, and specific differentiation for individual students.	Positive Culture Event - TBD PREP Award 2/21
	19-Feb	Positive Culture Event Presentation	
	26-Feb	FLEX - TBD	
	5-Mar	FLEX - TBD	
	12-Mar	FLEX - TBD	
	19-Mar	Training - Effective Student Practice (E4)	
	Data Day 3/21	Interim 1 Data Analysis	
	Data Day 3/31	Focus - Data Driven Instruction, indentify "bubble students" Developing Unit 6 Plans based off Interim 5 data	
	Interim 6	Focus on data driven instruction, and holding high academic standards for CST prep, and student engagement in purpose (reflections from survey)	Goals Update 4/18 CST - 5/6-7, 5/13-14 Positive Culture Event - TBD Final Evaluations 5/2
	2-Apr	Positive Culture Event Presentation	
	9-Apr	Focus - Data Driven Instruction	
	16-Apr	Focus - Goal Update	
	23-Apr	Focus - Data Driven Instruction	
	30-Apr	Focus - Data Driven Instruction	
	7-May	POST CST reflection Awards	Collaborate - PREP
	Interim 7	Focus on preparing each grade for promotion, and engaging in strong EOY culture building.	PREP Awards - 5/16 Graduation - TBD Positive Culture Event - TBD Report Cards - 6/11
	14-May	Positive Culture Event Presentation Planning, cross curricular project based learning	Focus- Unit 7
	21-May	Collaborate - Identify failing students and create intervention support	
	28-May	Training - Common Core	
	4-Jun	Training - Common Core Progress Reports	Focus -
	11-Jun	Common Core	
	12-Jun	Yearly Reflections, 2014-2015 goal setting,	
	13-Jun	Common Core - Identify key changes in curriculum. Take tests and backwards plan.	

Trimester

Trimester 1	Key	Items to be calendared:
	event and will need to present event to staff, and delegate operational responsibilities.	CELDT
	Training - Professional development sessions focused around the teacher rubric.	CST
	Focus - Individual time for specific deliverables.	Writing Test
	Observation/Debrief - Observe teachers outside of OPP to identify and share best practices.	Parent Nights
	FLEX - TBD based off school need	Tutoring
	Collaborate - Whole team meetings focusing on student support.	





## **St. HOPE Publics Schools Teacher Performance Evaluation and Compensation System 2014-15 and Beyond**

Dear Leaders,

Over the past eleven years our schools have made tremendous gains in student achievement. As we have seen over time our results have steadily improved. Below is a list of just a few of the incredible accomplishments experienced at St. HOPE Public Schools:

- **Triumph has been named a model site by the CDE and is frequently visited by other early childhood educators for its best practices**
- **PS7 is among the ten highest performing schools in the Sac City school district and remains one of the top performing schools in the state for low income, African American children**
- **Oak Park Prep is the highest performing middle school in the entire city of Sacramento based on its 2012-13 API**
- **Sac High had the highest gains on the ELA CST in 2013 of any middle or high school in the four-county region and is the highest performing open enrollment, comprehensive high school in the city**
- **Over 975 students have already applied for a spot at a St. HOPE school for next school year**

These extraordinary results are a testament to the collective, tireless efforts of the team of staff members who have committed to St. HOPE Public Schools on behalf of our students and families. These are your triumphs.

As all of us are aware, our students are achieving at levels usually reserved for those in wealthy suburbs who attend schools with first-rate facilities, pay for their own lunch and foot the bill for many extra-curricular activities. What St. HOPE has done in its first decade-plus of running schools is nothing short of remarkable, yet we know we're just beginning to scratch the surface of what we and our students are capable of.

In addition to our accomplishments, we continue to face challenges of our own. As a teacher for seven years, I know it is incredibly difficult to achieve greatness as an educator in any school, let alone in our system. I also know that while you face daunting obstacles every day, you are determined to overcome all those you may encounter. You refuse to lower the high expectations you have set for all your students, and for yourself.

Reflecting on our achievements and challenges over the last decade, we must also recognize our organization still has work to do to truly accomplish our mission and ensure that 100% of our students leave our schools prepared to graduate from a four-year college or university. None of us can be satisfied if even one of our students is failing to meet our expectations.

As such, we are continuing our Teacher Performance Evaluation System as a central part of our strategy to improve outcomes for students and achieve our big goal of having a great teacher in every classroom. Our initial goal in the 2011-12 school year was to provide a common language for "highly effective" instruction, establish a clear set of performance expectations, and begin developing a comprehensive system of support for teachers to lead their students to success. In 2012-13 we looked to refine and adjust many aspects of the program, just as any great teacher does the second time they teach a concept or objective. 2012-13 saw the introduction of bonuses being included and tied to performance on the evaluation system. In this past year SHPS introduced a performance-based pay scale and 100% of teachers received an evaluation.

As we look forward to 2014-15, we will continue to take feedback and analyze data to improve the support provided to teachers as they grow and develop in their craft. In addition, the performance-based compensation system will continue. Each school will have a presentation on the 2014-15 Teacher Performance Evaluation System during summer professional development which will include our Director of Human Capital, Roxana Wells. This document, and the presentation collectively, are meant to outline the teacher evaluation and compensation system for the coming school year and beyond.

Jim Scheible  
Superintendent,  
St. HOPE Public Schools



## Putting teachers first: How will the Performance Evaluation System support you?

The primary purpose of this evaluation system is to provide you with the support necessary to lead your students to incredible academic achievement on a path to a college degree and a successful life.

The Performance Evaluation System is meant to:

1. **Clarify expectations:** The performance evaluation system outlines clear expectations for all teachers through a rubric that is aligned with the actions of top performing teachers both at St. HOPE Public Schools and across the country.
2. **Provide feedback:** Quality feedback is a key part of professional growth in any field. This is why it is important to have a common language and regular opportunities to discuss performance. The performance evaluation system will provide both of these and allow for meaningful feedback to occur between teachers and administrators. In addition, with this rubric teachers will receive clear, specific feedback for how to improve their skills and overall performance. As we move into the third year of using this evaluation system, we are continuing to look at how we support teachers, both new and veteran, to improve their knowledge and skills in the classroom. Through reflection on our current practices for support and professional development, feedback from teachers and administrators throughout St. HOPE, and results on teacher evaluations and for the students in the classroom, we look forward to 2014-15 being the best year yet in regards to teacher support and development.
3. **Collaboration:** This system will allow for greater collaboration to occur between teachers and others within and outside of our network based on the common rubric, our already strong communication skills and the team environment fostered at each school. No teacher is an island, and no one has a monopoly on good ideas. We need to agree upon best practices in every classroom.
4. **Drive Professional Development:** The feedback generated from observations and conversations will help school leaders make strategic, focused decisions about how to use our limited time and resources to best support teachers. In addition, professional development can be differentiated for groups of teachers or individuals using data on teacher competencies and actions.
5. **Retain great teachers:** Having outstanding teachers in our classrooms will accelerate student achievement and quickly lead others to improve. In addition, teachers who are not performing at the highest level need to know what it takes to get there and be given a clear picture of what that level of mastery looks like. For us to accomplish our mission we need great teachers, and our best teachers need to be recognized for their outstanding work and used as models for others. Finally, starting this school year your base salary compensation will be determined by the prior year's performance evaluation.
6. **Aligning to the organizational goals:** As we move into our tenth year of running schools, we know that we can positively impact student achievement. Ensuring we have an outstanding teacher in every classroom is one of our big goals and is crucial for improving our instructional program and creating the conditions for growth.



## The format of the St. HOPE Teacher Performance Evaluation System

The performance evaluation system has four components, each of which are described below.

1. Evaluation Rubric
2. Professional Goals
3. Significant Gains
4. Overall Performance

### Component Description:

1. **Evaluation Rubric:** Great teachers all have similarities in their classrooms. This rubric identifies many of those common traits and has broken them up into five teaching competencies subdivided into 28 teacher actions (slightly adjusted for some teachers). The five competencies are: Planning, Instructional Execution, Assessment, Culture and Fit with SHPS. Each competency is divided into several specific teacher actions. Teacher actions are rated at one of four levels: Novice, Basic Mastery, Proficient Mastery and Advanced Mastery.
2. **Professional Goals:** In collaboration with your school leader, you will set three professional goals that are tied to the performance evaluation system and are measurable, ambitious, feasible, and aligned to student achievement. Goals are categorized into three categories: Student Achievement, Professional Development, and Strengthening School/Team Culture.
3. **Significant Gains:** This is a specific goal to measure your students' academic growth over the course of the school year. Significant gains are defined as 80% or more mastery of standards or 1.5 years or more of growth based on end of year, summative assessments. Progress towards significant gains can be tracked throughout the year based on benchmark results.
4. **Overall Performance:** This is simply a calculation from the other three components that determines an overall rating. Overall ratings will fall in one of four categories: Novice, Basic Mastery, Proficient Mastery and Advanced Mastery.

Overall ratings will be determined using the following weights for each component of the evaluation:

<b><i>Component of Evaluation System</i></b>	<b><i>Possible points towards overall rating</i></b>
Evaluation Rubric	80
Professional Goals	15
Significant Gains	5
<b>TOTAL POSSIBLE</b>	<b>100</b>

The final overall rating for a teacher will fall into one of four categories based on the total score from all three components:

<b><i>Overall Rating</i></b>	<b><i>Points out of 100% from Overall Rating</i></b>
Novice	0 – 54.9
Basic Mastery	55 – 69.9
Proficient Mastery	70 – 84.9
Advanced Mastery	85 – 100



The points earned for each component will be determined using the following formulas:

1. Professional Development Plan and Goals:

- Each goal is worth 5 points and is measured on a sliding scale:
  - 0 – No progress made towards goal
  - 1 – Little progress made towards goal
  - 2 – Some progress made towards goal
  - 3 – Progress made towards goal
  - 4 – Significant progress made towards goal
  - 5 – Goal met!
- All three goals together are worth a possible 15 points

2. Individual Evaluation Rubric:

- Four of the competencies are worth 15 possible points each. These four are:
  - Planning
  - Instructional Execution
  - Assessment
  - Culture
- The SHPS Fit competency is worth 20 possible points.

*\*See the next page for more information about determining points for each competency*

3. Significant Gains:

- The Significant Gains goal is worth 5 possible points and is measured on a sliding scale:
  - 0 – No gains made
  - 3 – Gains made
  - 4 – Solid gains made
  - 5 – Significant gains made
  - *Note: there are no categories for 1 or 2 points. Any gains made (growth above 1 year or 60% mastery) are worth at least three points.*

<b>*What are Significant Gains?</b>		
0	No Gains	Students are not on track to make gains (i.e. less than 1 year of growth, less than 60% mastery of objectives) in achievement as measured by summative, end of course assessments.
3	Basic Gains	Students are on track to make basic gains (i.e. 1 year of growth, 60-69% mastery of objectives) in achievement as measured by summative, end of course assessments.
4	Solid Gains	Students are on track to make solid gains (i.e. 1 to 1.5 years of growth, 70-79% mastery of objectives) in achievement as measured by summative, end of course assessments. Students who began the year below grade level are on track to make more than one year's worth of growth.
5	Significant Gains	Students are on track to make significant gains (i.e. 1.5 or more years of growth, 80% or higher mastery of objectives) in mastery of course material as measured by summative, end of course assessments. Students who began the year below grade level are on a trajectory to reach grade level if the same growth is continued.

○



**\*Determining points for each competency on the Individual Evaluation Rubric:**

- The following process will be used for competencies that are worth 15 possible points:
  - The 15 points will be divided by the number of rows within that competency (between four and eight). This will be the total points for individual rows.
  - That amount will be divided into fourths.
  - The rating on that particular row will determine the points you get:
    - Novice =  $1/4$  (one quarter or 25%, not one out of four) of the points
    - Basic Mastery =  $2/4$  (50%) of the points
    - Proficient Mastery =  $3/4$  (75%) of the points
    - Advanced Mastery =  $4/4$  (all, 100%) of the points
- The following process will be used for the “Fit with SHPS” competency which is worth 20 possible points:
  - The 20 points will be divided by eight (the number of rows in this competency)
    - $20/8 = 2.5$
  - Each row within “Fit with SHPS” is worth 2.5 points out of the total of 100
  - 2.5 will be divided into fourths
  - Points for your rating on each row of the “Fit with SHPS” competency will be:
    - Novice (N)  $1/4$  of 2.5 = 0.625
    - Basic Mastery (BM)  $2/4$  of 2.5 = 1.25
    - Proficient Mastery (PM)  $3/4$  of 2.5 = 1.875
    - Advanced Mastery (AM)  $4/4$  of 2.5 = 2.5

Competency (all worth 15 possible points)	# of Individual Rows	15 divided by # of rows and (15/# of rows) divided by 4	Points possible for each row by rating
Planning	4	$15/4 = 3.75$ $3.75/4 = 0.9375$	N = 0.9375 BM = 1.875 PM = 2.8125 AM = 3.75
Instructional Execution	6	$15/6 = 2.5$ $2.5/4 = 0.625$	N = 0.625 BM = 1.25 PM = 1.875 AM = 2.5
Assessment	3	$15/3 = 5$ $5/4 = 1.25$	N = 1.25 BM = 2.5 PM = 3.75 AM = 5
Culture	7	$15/7 = 2.143^*$ $2.143/4 = 0.53575$	N = 0.53575 BM = 1.0715 PM = 1.60725 AM = 2.143

\*15/7 was rounded to 2.143



**Here is an example of how an Overall Rating would be determined:**

<b>Individual Evaluation Rubric</b>	Competency and Row	Rating	Points	Total Points for Competency
	<i>Planning</i>	N/A	N/A	8.4375
	P1	Proficient (PM)	2.8125	
	P2	PM	2.8125	
	P3	Basic (B)	1.875	
	P4	Novice (N)	0.9375	
	<i>Instructional Execution</i>	N/A	N/A	9.375
	E1	PM	1.875	
	E2	PM	1.875	
	E3	BM	1.25	
	E4	N	0.625	
	E5	BM	1.25	
	E6	Advanced (AM)	2.5	
	<i>Assessment</i>	N/A	N/A	10
	A1	PM	3.75	
	A2	PM	3.75	
	A3	BM	2.5	
	<i>Culture</i>	N/A	N/A	9.10775
	C1	PM	1.60725	
	C2	PM	1.60725	
	C3	BM	1.0715	
	C4	PM	1.60725	
	C5	PM	1.60725	
	C6	BM	1.0715	
	C7	N	0.53575	
	<i>Fit with SHPS</i>	N/A	N/A	10.625
	F1	PM	1.875	
	F2	PM	1.875	
	F3	BM	1.25	
	F4	N	0.625	
	F5	PM	1.875	
	F6	PM	1.875	
	F7	BM	1.25	
	F8	N	0.625	
	Total Rubric Points	N/A	N/A	<b>48.4375</b>

<b>Goals</b>	Row	Points Earned
	Goal 1	3
	Goal 2	2
	Goal 3	5
	Total Points:	10 out of 15

Significant Gains Goal	Points Earned
Goal 4	4 out of 5

<b>Total points earned</b>	<b>10 + 48.4375 + 4= 62.4*</b>	Overall Rating	<b>Basic Mastery</b>
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**\*10 + 48.4375 + 4= 62.4375 which was rounded to the nearest tenth**



**St. HOPE Public Schools' teacher compensation payscale for 2013-14\*:**

Performance Level	Year	Base Salary (\$)
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New/Novice/Intern Teacher*	1	40,000
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Basic	1	41,000
	2	42,000
	3	43,000
	4	44,000
	5	45,000

Proficient	1	50,000
	2	51,500
	3	53,000
	4	54,500
	5	56,000
	6	57,500
	7	59,000

Advanced**	1	60,000
	2	62,000
	3	64,000
	4	66,000
	5	68,000
	6	70,000
	7	72,000
	8	74,000
	9	76,000
	10	78,000
	11	80,000

**\*Base salaries for 2014-15 and beyond may increase to reflect COLA in increments of rounded amounts such as \$250 or \$500, \$750, etc... as opposed to doing a simple 1% adjustment.**

**\*\*See FAQ #22 for how the annual jumps in the advanced band will shift based on years of experience at St. HOPE Public Schools. This FAQ also addresses where staff hired at SHPS in 2011-12 or a prior year will be placed on the payscale in the basic and proficient bands.**



## FAQs around the SHPS Teacher Performance Evaluation System

**1. *Why is St. HOPE Public Schools implementing a performance evaluation system?***

- a. We know that great teaching is at the center of what we do. This evaluation system will support our goal of ensuring excellence in every classroom at multiple levels. The evaluation rubric will provide support to teachers at all levels of their individual performance. For teachers who find themselves on the left-hand side of the rubric there will be a clear path for how to move to the right. In addition, proficient teachers will have clear steps to take to move into the advanced category. Finally, advanced teachers will be validated and recognized for their outstanding work. These teachers will be used as models and mentors for other teachers as well as being recognized professionally.

**2. *Are non-teachers on the same type of compensation system?***

- a. As of 2013-14, regularly employed staff who are not in teaching positions are on a performance-based compensation system as well. Because of the variety of positions and salary ranges across staff members, this compensation system is based on a percentage increase in salary each year instead of the pay scale that is outlined within this document for teachers. The average increase for teachers and staff this past year based on performance-based pay was the same, approximately 3%.

**3. *What impact will this evaluation have for my employment for the 15-16 school year?***

- a. Based upon our new compensation scale, a teacher's final evaluation rating determines his/her base salary in 2014-15 and beyond. In addition, most teachers who earn a final overall rating of novice on their evaluation will not be offered a position with SHPS for the 2015-16 school year. One core principle of this system is that all of our teachers need to positively impact student achievement. At the same time, we acknowledge that staff will need support to develop into high-performing teachers.

**4. *How can I provide input for the evaluation system?***

- a. As there were this past year, there will be a variety of ways for staff to provide input for this system. Some examples are participating in sample/informal evaluations and discussions with school leaders, observing fellow teachers and using the rubric for scoring, video-taping yourself and then scoring yourself on the rubric. As additional opportunities arise school leaders will communicate these to their staff.

**5. *How will my manager (evaluator) and St. HOPE use feedback to improve the system?***

- a. As stated earlier in this document, we know that this system will not be perfect and we anticipate it being adjusted and changed as we continue through the evaluation process. Our goal with this system is to improve student achievement





by improving teacher performance in the classroom. If you have feedback that will help us meet our goal we will use it accordingly. In addition, there may be school specific adjustments based on feedback.

**6. *How will professional development be linked to the evaluation system?***

- a. As school leaders gather data and notice trends they will schedule professional development sessions in response to those trends (i.e. if staff are scoring low on checking for understanding on the rubric, a professional development session will be scheduled around checking for understanding at the proficient and advanced level). In addition, opportunities will be provided for more individualized professional development by both school leaders and home office staff.

**7. *What if I disagree with my school leader regarding my overall rating?***

- a. Currently in the calendar for the school year there are multiple opportunities for teachers to demonstrate mastery on all areas of the rubric. As such, teachers will have the ability to take their mid-year initial rating and take action to show improvement by their final rating. Specific details regarding what steps a teacher needs to take to move up levels of mastery will be communicated by school leaders through professional development sessions and/or individual conversations as well as through a formal Action Plan. In addition, we know that as a system it is critical that managers are normed on the evaluation system. An advanced teacher at one school should be performing at a similar level as an advanced teacher at any other site. In order to ensure norming is occurring, school leaders will continue to receive professional development on the system, and what great teaching looks like. We also have multiple instructional coaches across our system to provide focused support and ensure all teachers have a common definition of teacher performance and provide the resources necessary for teachers to perform at the highest level.

**8. *Will student standardized test scores be factored into the evaluation?***

- a. Teachers can use standardized test scores in their Significant Gains goal as outlined in Goal #4 on the evaluation, as long as scores will be available by this goal's due date of June 12, 2015.

**9. *What changes were made from 2013-14 to 2014-15?***

- a. There have been no changes made to the evaluation rubric from 2013-14 to 2014-15. However, a new tab has been added that allows for teachers to refine and update their goals between professional development and September 5, 2014. This update was made based on feedback. Likewise, the Significant Gains goal has its own extended deadline of June 12, 2015. While other goals are still due by April 24, 2015 and the final evaluation will be completed by May 8, 2015, the extended deadline for Significant Gains will allow for a one-time update for teachers based on summative year-end assessments.

**10. *Is this the best measure of teacher effectiveness?***

- a. Just like there is no silver bullet for great teaching, we acknowledge that there is no perfect evaluation system for teachers. As such, we are looking to implement the best system possible and we know that it will be continuously adjusted to better align with great teaching and increased student achievement. To give context to this challenge of objectively measuring a subjective practice, such as teaching, we think that the quote from Jim Collins' book "Good to Great" below best summarizes our current situation:

To throw our hands up and say, "But we cannot measure performance in the social sectors the way you can in a business" is simply lack of discipline. All indicators are flawed, whether qualitative or quantitative. Test scores are flawed, mammograms are flawed, crime data are flawed, customer service data are flawed, patient-outcome data are flawed.

**What matters is not finding the perfect indicator, but settling upon a consistent and intelligent method of assessing your output results, and then tracking your trajectory with rigor. What do you mean by great performance? Have you established a baseline? Are you improving? If not, why not? How can you improve even faster towards your audacious goal?**

(This excerpt is from the supplement on Social Sectors for "Good to Great".)

**11. *Is this model sustainable, given the funding source?***

- a. Our best estimate is yes. Prior to rolling out this proposed compensation system, including the base salary amounts, the home office team did extensive modeling, including taking this system out through the 2018-19 school year. While the funding for the system is somewhat complicated, here is a brief summary. When Prop 30 passed it added a surplus to the SHPS budget for seven years, including this current year. The Prop 30 funds have been restricted to three categories: The compensation system (50%), a reserve for economic uncertainty (25%), discretionary spending on non-administrative salaries for K-12 school sites (25%). The modeling for this system was fairly aggressive in its assumptions to ensure it is financially viable. Once the Prop 30 funding is exhausted sometime after the 2018-19 school year, funding will come from increased per student revenue. Currently, Governor Brown's budget has per student funding almost doubling at full implementation in the 2020-21 year which would provide sufficient funding for this system. Of course, state funding is fickle and we will continue to monitor developments as we always do.
- b. Should we find that funding for this program is beginning to come into question in regards to sustainability, our first step would be to restrict the salary increases for new teachers. For example, this could mean that a new teacher would see



maximum increases of \$2,000 per year instead of jumping from one band to another. For an advanced teacher, this specific adjustment would result in a savings of \$270,000 for SHPS over 22 years.

**12. *What happens after six years?***

- a. As we continue with this payscale, there will always be adjustments made as we strive for a system that is as close to perfect as possible. While, due to the shifting and volatile nature of California's budget, nothing in school finance can be predicted for certain six years out, it is our hope that this payscale will continue to adapt and maintain St. HOPE's position as an employer who is extremely competitive when looking at teacher compensation. One thing that will likely not change is our focus on recognizing excellence and we want our compensation system to accomplish this. What this could mean is that six years out as the cost of living increases with inflation, and school funding improves (as currently projected) the annual salary jumps would continue beyond the years as shown on the current version of the payscale, and the minimum salary for performance bands would increase as well. This will be especially true in the high performance tiers such as proficient and advanced.

**13. *Why wouldn't school leaders under-rate teachers to keep their budgets lower?***

- a. School leaders at St. HOPE will do whatever it takes to ensure that their students have the best teachers in front of them, even if it costs more to SHPS as an organization. Furthermore, to neutralize the impact of increased teacher salaries on school leader's budgets, we have designed the system so that each teacher has the same impact on the school's budget and the increased cost of the new compensation system is taken from a separate pool of funding, outside the school's budget. This pool of funding has been created with the passage of Prop 30 and is what has allowed this compensation system to be developed. Here's a brief illustration:

i. Proficient teacher's salary in year 4 =	\$54,500
1. Cost to a school's budget =	\$(45,000)*
2. Funds from Prop 30 pool =	\$(9,500)
3. Total funding for salary =	\$(54,500)

\*All teaching positions will cost the same for a school's budget

**14. *Where do people new to St. HOPE with many years of experience start on the scale?***

- a. During the hiring process the hiring manager (usually a school leader) will use evidence gathered during the process to determine which performance level the candidate is at and place them at the appropriate level on the scale, which will also include years of experience (i.e. if perceived to be basic with five years' experience, teacher would get the fifth step in the basic pay scale).



**15. *What happens if I score lower on my evaluation one year vs. the previous year? Will my pay be reduced?***

- a. If, after the 2013-14 school year, you score lower one year than the next, your base salary will be frozen at the prior year level. For example if you were proficient in 2013-14, your base salary is \$50,000 for 2014-15. Then if you were basic in 2014-15 your salary freezes at \$50,000 for 2015-16.
- b. If you score lower again the following year, your base salary would be reduced, but still reflect the number of years. For example: 2012-13, proficient so 13-14 salary is \$50,000. 2013-14, basic, so 14-15 salary is \$50,000. 2014-15 basic again, so 15-16 salary is \$43,000, which is basic year 3.
- c. Likewise, if you scored proficient, then basic, then back to proficient, the salary for the year following the last proficient performance would be proficient year 2. For example: 2012-13, proficient so 13-14 salary is \$50,000. 2013-14, basic, so 14-15 salary is \$50,000. 2014-15 proficient, so 15-16 salary is \$51,500, which is proficient year 2.

**16. *Why the \$80K cap on pay when Sac City's cap is \$86K?***

- a. While St. HOPE's current maximum teacher salary is \$80,000, which is less than SCUSD's maximum of \$86,000, the system has been designed so that total compensation at SHPS will be higher than SCUSD over the course of a teaching career. For example, at SCUSD, two things must happen for you to get to the maximum salary mentioned above: first you must teach for 26 years and second you must have a BA, MA and 90 additional units, or a BA with 103 additional units. At SHPS new teachers can achieve our maximum salary after 13 years (assuming the first two years are spent at the novice/new teacher level). In addition, all you need to be an advanced teacher at SHPS is a BA and a teaching credential (required for most positions) and therefore your total lifetime cost of higher education would be significantly lower. We have estimated that an advanced teacher, who started as a new teacher in 2013-14 and was advanced in year three, would make \$142,138 more over 26 years than a similar teacher on SCUSD's highest payscale. This does not include the lower cost of not having to earn additional degrees or units, which would represent a significant cost to the employee.

**17. *Is there a cap on stipends teachers can earn?***

- a. As of the time of this document going to print no. As teacher's progress through the system and their base salary increases over the years, this conversation may be re-visited. In addition, school leaders and managers may limit the amount of stipends teachers can earn to ensure the core job function of excellent teaching in the classroom is maintained.



**18. Is there a maximum increase in base salary as we shift to this payscale?**

- a. No. All teachers will jump to whatever level they should be at on the payscale. (i.e. if you are rated advanced, your salary will increase to advanced, year 1)

**19. How will this system impact part time teachers?**

- a. Part time teachers will be on the same payscale as fulltime teachers, with their base salary multiplied by their FTE status (i.e. if you are a 0.5 FTE your base salary will be 0.5 of the base salary you would receive according to your performance).

**20. How will this impact my benefits cost?**

- a. For benefits that are a flat rate (premiums for dental, vision, etc...) the costs will change based on the provider and not the salary of the employee.
- b. For benefits that are based on a percentage of income (i.e. 401k or STRS) the percentages will not change, but the total amount taken out of a paycheck will as income increases. (i.e. 8% of \$100 is less than 8% of \$150)

**21. This sounds great for new teachers who started working at St. HOPE in the last two or three years, but what about veteran staff who have been here longer and have not had the benefit of this payscale in previous years?**

- a. For staff who began teaching at St. HOPE in the 2011-12 school year\* or before, those years will count as years of service on the **basic** and **proficient** payscale. For example, if your final evaluation in 2012-13 is proficient and you taught at St. HOPE for 6 years prior to 2012-13 (started in 2006-07), you would be placed on the scale at proficient year 6 in 2013-14. As of now this will only apply for the basic and proficient performance levels.
- b. For the advanced level teachers who began teaching in 2011-12 or before, all will be on advanced year 1 in 2013-14. However, teachers on this scale, depending on the number of years you have, will advance their salary at different rates. Here's how it would work:
  - i. Advanced teacher, started in 2012-13, base salary in 2013-14 is \$60,000 with annual increases of \$2,000 provided advanced level is maintained.
  - ii. Advanced teacher, regardless of if you achieve an advanced rating for 2012-13 or in a later year, and who started at SHPS in 2011-12 or before, base salary in 2013-14 is \$60,000 with annual increases shown in the table below:

<i>First school year at SHPS</i>	<i>Annual increase on SHPS payscale at advanced level</i>
<i>2011-12</i>	<i>\$2,333</i>
<i>2010-11</i>	<i>\$2,667</i>
<i>2009-10</i>	<i>\$3,000</i>
<i>2008-09</i>	<i>\$3,333</i>



2007-08	\$3,667
2006-07	\$4,000
2005-06	\$4,333
2004-05	\$4,667
2003-04	\$5,000

**\*2012-13 will not count as a year of service since we did performance bonuses for that year.**



## SHPS Teacher Evaluation Rubric

Site: _____	Name: _____	Content Area(s): _____	Grade(s): _____	Date: _____
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Planning		NOVICE	BASIC MASTERY	PROFICIENT MASTERY	ADVANCED MASTERY	PLEASE SELECT:
P1	<i>Develops standards-aligned, measurable, ambitious and feasible big goals for dramatically increasing student achievement</i>	Develops goals that meet <b>less than half of the criteria</b> . There is <b>no effort</b> in explaining the rationale behind the goal and/or connecting it to increasing students' options in life.	Develops goals that <b>meet most of the criteria</b> . There is a <b>lack of effort</b> in explaining the rationale behind the goal and/or connecting it to increasing students' options in life.	Develops goals that <b>meet all of the criteria</b> and <b>can partially explain</b> the rationale behind the big goals. Goals may not be connected to achievement beyond the particular class or school year.	Develops goals that <b>meet all of the criteria</b> and that, if accomplished, will dramatically increase students' educational options in life. <b>Can fully explain</b> the rationale behind the big goals.	
P2	<i>Uses given content standards to backwards plan and to develop unit and long term pacing plans</i>	Develops unit and long term pacing plans that <b>do not include all given standards</b> . Standards are often not logically grouped together and sequenced. Plans are <b>not aligned</b> to and will not lead to achievement of the big goals.	<b>Attempts</b> to develop unit and long term pacing plans that strive to <b>include all given standards</b> . Standards are mostly logically grouped together and sequenced. Plans <b>may not be aligned</b> to or lead to achievement of the big goals.	<b>Consistently</b> develops unit and long term pacing plans that strive to <b>include all given standards</b> . Standards are logically grouped together and sequenced. Plans <b>may not be aligned</b> to or lead to achievement of the big goals.	<b>Consistently</b> develops unit and long term pacing plans that aim to include all and strives to <b>exceed given standards</b> . Standards are logically grouped together and sequenced. Plans are <b>aligned</b> to lead to achievement of the big goals.	
P3	<i>Creates rigorous, objective-driven lesson plans</i>	Objectives are not standards-based, aligned to the long-term plan or rigorous. <b>Few</b> of the <b>components</b> of the lesson <b>align</b> to the objective and the way students will be asked to demonstrate mastery. Pacing does not support students in mastering the objective nor allow for adjustment in the moment.	Objectives are standards-based but may not be aligned to the long-term plan and/or rigorous; <b>less than half</b> of the <b>components</b> of the lesson <b>align</b> to the objective and the way students will be asked to demonstrate mastery; Pacing may not support students in mastering the objective nor allow for adjustment in the moment.	Objectives are standards-based, aligned to the long-term plan and rigorous. <b>Most components</b> of the lesson <b>align</b> to the objective and the way students will be asked to demonstrate mastery. Designs lesson so pacing supports students in mastering the objective and may allow for adjustment in the moment.	Objectives are standards-based, aligned to the long-term plan and rigorous. <b>All components</b> of the lesson <b>align</b> to the objective and the way students will be asked to demonstrate mastery. Designs lesson so pacing supports students in mastering the objective but allows for adjustment in the moment.	
P4	<i>Differentiates plans for individual students</i>	<b>Does not attempt</b> to differentiate plans.	Designs content and processes to a <b>general group</b> of students while complying with official accommodations and modifications if applicable. <b>Creates</b> plans based on <b>diagnostic data and/or IEP goals</b> . Designs plans so that teacher can offer support to <b>individual students</b> when the whole class is working.	Regularly designs content and processes applicable to subgroups of <b>students with different needs and interests</b> . Uses <b>multiple</b> sources of data, including IEP goals, to inform plans. Designs plans and <b>accountability</b> systems to allow for <b>various forms of structured differentiation</b> (e.g. teacher rotating among established groups).	Designs content and processes for <b>individual students</b> . Uses <b>multiple</b> sources of data to inform plans, while consistently pushing for students to <b>exceed past performance</b> . Designs plans and <b>accountability</b> systems to allow for <b>flexible differentiation</b> (e.g. students in varied groups, students working independently).	
Instructional Execution		NOVICE	BASIC MASTERY	PROFICIENT MASTERY	ADVANCED MASTERY	PLEASE SELECT:



E1	<i>Invests students in working hard to achieve big goals</i>	<b>Does not invest</b> students or their families in working hard to achieve goals.	Uses <b>teacher-centered</b> strategies to promote <b>generic messages</b> about achievement. <b>Occasionally</b> exposes students to role models. <b>Recognizes</b> basic effort. <b>Informs</b> families of basic information and <b>requests help</b> when students are not working hard.	<b>Uses effective student-centered</b> strategies and messages to reinforce that students can achieve <i>and</i> will benefit from working hard. Uses role models so students identify with people who work hard and value academic achievement. <b>Consistently reinforces</b> academic efforts toward big goals. <b>Invests</b> students' <b>families</b> so they support students working hard toward big goals.	<b>Consistently</b> uses <b>individualized</b> strategies and messages to reinforce that students can achieve <i>and</i> will benefit from working hard. Creates opportunities for students to <b>work directly with</b> role models who work hard and value academic achievement. Provides reinforcement based on <b>individual needs</b> of students and in <b>proportion</b> to their accomplishments. <b>Customizes interactions</b> with students' <b>key influencers</b> so they support students working hard toward big goals.	
E2	<i>Presents content relevant to the objective</i>	Presents <b>some</b> content relevant to the objective and the way students will be asked to demonstrate mastery. <b>Does not attempt</b> to vary the presentation of content.	Presents <b>most</b> content relevant to the objective and the way students will be asked to demonstrate mastery. Attempts to vary the presentation of content.	Presents <b>most</b> content relevant to the objective and the way students will be asked to demonstrate mastery. <b>May vary</b> the presentation of content so that most students can master the material.	Presents <b>all</b> content relevant to the objective and the way students will be asked to demonstrate mastery. <b>Varies</b> the presentation of content so that all students can master the material.	
E3	<i>Engages and challenges students in learning</i>	Students are <b>not engaged</b> or challenged during the lesson as a result of <b>inappropriate</b> activities or materials, poor representations of content, or <b>lack of lesson structure</b> or pacing.	Students are <b>partially engaged</b> and/or challenged throughout most of the lesson. Activities and materials, instructive representations of content, or evenness of lesson structure and pacing <b>can be improved</b> .	Students are <b>engaged</b> and challenged throughout most of the lesson with <b>appropriate</b> activities and materials, instructive representations of content, and suitable lesson structure and pacing. Students <b>may contribute</b> to the content, activities, and/or materials. The structure and pacing of the lesson may allow for lesson closure.	Students are <b>highly engaged</b> and challenged throughout the lesson with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing. Students <b>consistently contribute</b> at high cognitive levels to the content, activities, and/or materials. The structure and pacing of the lesson allows for lesson closure.	
E4	<i>Facilitates and manages students practice</i>	<b>Does not attempt</b> to coordinate student practice, or basic instructions for practice are not clear and monitoring of practice is limited.	Clearly communicates <b>basic</b> instructions. <b>Monitors</b> student performance to ensure students are <b>practicing</b> . Follows content and pacing of lesson plans <b>faithfully, regardless of circumstances</b> .	Clearly communicates instructions with an emphasis on the objective and the way students will demonstrate mastery. <b>Monitors</b> student performance and <b>engages</b> with students to offer clarification and <b>extend understanding</b> . Follows plans <b>faithfully</b> , but may <b>make adjustments</b> based on in-the-moment circumstances.	Communicates instructions for student practice in a clear, <b>focused, expressive</b> way that illuminates <b>the objective and the way students will demonstrate mastery</b> . <b>Facilitates practice</b> in ways that offer clarification and encourage student <b>self-monitoring and cooperation to extend understanding</b> . Uses opportunities to <b>purposefully shift</b> lesson plan as necessary to move further <b>toward goals</b> .	
E5	<i>Checks for student understanding using effective questioning strategies and student practice</i>	Teacher asks <b>few</b> questions; questions at <b>only one or two</b> cognitive levels; the same students consistently respond to questions; <b>limited</b> opportunities exist for student practice or progress monitoring during lessons.	Teacher <b>often</b> uses questioning to encourage greater participation as well as deeper understanding; questions at <b>two or more</b> cognitive levels. <b>Some</b> opportunities for practice exist during lessons where teacher may be able to monitor progress of some students.	Teacher <b>consistently</b> questions at <b>multiple</b> cognitive levels (knowledge, comprehension, application, analysis, synthesis, evaluation) while engaging <b>most</b> students. Several opportunities for student practice occur <b>regularly</b> and practice is facilitated in a way that allows teacher to monitor progress of most students.	Teacher <b>consistently</b> questions at <b>multiple</b> cognitive levels (knowledge, comprehension, application, analysis, synthesis, evaluation) while engaging <b>all</b> students. Student practice occurs <b>consistently</b> during lessons and is facilitated in a way that allows teacher to monitor progress of all students.	
E6	<i>Demonstrates flexibility and responsiveness through monitoring and modifying instruction</i>	Teacher <b>fails</b> to notice students' level of understanding or interest, or adheres to the instructional plan in spite of poor student understanding or lack of interest.	Teacher <b>occasionally</b> monitors students' understanding and interest level, <b>attempts to</b> respond to students' needs and interests during a lesson and may adjust lessons or instructional plans.	Teacher <b>consistently</b> monitors students' level of understanding and interest and is <b>somewhat</b> perceptive regarding how to increase understanding or interest level. Teacher makes rapid and appropriate adjustments to lessons or instructional plans.	Teacher <b>actively and consistently</b> monitors individual students' level of understanding and interest; is <b>highly</b> perceptive in adjusting lessons and instructional plans to respond to students' interests and questions; and is very persistent in ensuring the success of every individual student.	



Assessment		NOVICE	BASIC MASTERY	PROFICIENT MASTERY	ADVANCED MASTERY	PLEASE SELECT:
A1	Evaluates and tracks students performance	Does not administer assessments, or administers assessments and tracks student performance <b>infrequently</b> .	<b>Periodically</b> administers diagnostic and summative assessments to determine student <b>performance</b> . Tracks student performance <b>periodically</b> .	<b>Regularly</b> administers assessments (i.e. diagnostic, formative and summative) to determine student <b>progress</b> . Tracks student performance so that data can regularly drive planning and differentiation.	Administers assessments (i.e. diagnostic, formative and summative) as <b>often as necessary</b> for students to <b>work to mastery</b> . Tracks student performance so that data can immediately drive planning and differentiation.	
A2	Uses data effectively to inform instruction	Does not use data to inform instruction, or <b>attempts to note</b> student progress but <b>does not adjust course</b> based on data.	<b>When asked to do so</b> , accurately <b>notes</b> general student progress and gaps between student achievement and goals. May adjust course with strategies that <b>align</b> with identified problems.	<b>Regularly</b> and accurately <b>notes</b> progress and gaps of established student <b>subgroups</b> , (e.g. "low," "middle," "high" groups and/or class periods) against goals and <b>prioritizes</b> gaps by weighing urgency and feasibility of addressing them. Adjusts course by choosing and implementing strategies that build upon classroom <b>strengths</b> to improve student performance.	<b>Continuously</b> and accurately <b>notes</b> progress and gaps of established student <b>subgroups</b> , as well as <b>trends across the entire roster</b> against goals, and <b>prioritizes</b> gaps by weighing urgency and feasibility of addressing them. Adjusts course by choosing and implementing multiple strategies that build upon classroom <b>strengths</b> and address weaknesses to improve student performance.	
A3	Ensures students and families are aware of progress toward goals	Grades inaccurately and/or inefficiently such that students and their families are <b>unaware</b> of their performance. Grades are not updated regularly.	Grades accurately and efficiently so that students and their families are <b>aware</b> of their performance. Grades may be updated weekly.	Accurately and efficiently shares feedback (e.g. grades) in a way that helps students and their families understand their <b>performance</b> and where they are <b>in relation to the big goal</b> . Grades are updated weekly and include all assignments from the week.	Accurately and efficiently shares feedback (e.g. grades) in a way that helps <b>individual</b> students and their families <b>learn</b> strengths and weaknesses, <b>improve</b> performance, and see where they are <b>in relation to the big goal</b> . Grades are updated multiple times per week and assignments are entered within 48 hours.	
Culture		NOVICE	BASIC MASTERY	PROFICIENT MASTERY	ADVANCED MASTERY	PLEASE SELECT:
C1	Creates a culture of respect and equity	Teacher interactions with students are negative, <b>inappropriate</b> or disrespectful. Student interactions with teacher and/or fellow students are negative, inappropriate or disrespectful.	Teacher and student interactions are <b>generally appropriate</b> , but may be characterized by occasional negativity or disrespect.	Teacher and student interactions reflect <b>general respect</b> , tolerance and kindness. Interactions are respectful of the cultural and developmental differences among groups and students may assist to ensure high levels of respect among members of the class.	Teacher and student interactions are <b>highly respectful</b> , reflecting genuine kindness and tolerance toward individuals. Interactions are respectful of the cultural and developmental differences among groups and students assist to ensure high levels of respect among members of the class.	
C2	Creates a culture of high expectations for learning	The classroom <b>does not</b> represent a culture for learning and is characterized by <b>low</b> teacher <b>expectations</b> for student achievement, and little student persistence and satisfaction in their work.	The classroom environment reflects a <b>baseline culture</b> for learning, with <b>inconsistent</b> expectations for student achievement, and inconsistent student persistence in work.	Classroom environment reflects a <b>positive culture</b> for learning. Students may assume some of the responsibility for the culture by persisting, taking pride in their work, or holding their work to high standards. Teacher demonstrates a <b>commitment</b> to individual student's achievement.	Classroom environment reflects a <b>genuine culture</b> for learning. Students assume much of the responsibility for the culture by persisting, taking pride in their work, and holding their work to high standards. Teacher demonstrates a <b>high degree of commitment</b> to individual student's achievement.	
C3	Maintains student attention	Teacher <b>primarily</b> uses <b>desisting</b> techniques (e.g. tells student(s) to "stop") to maintain student attention. <b>Less than 75%</b> of the students are consistently on task.	Uses <b>multiple</b> attention techniques, but relies heavily on one or two. <b>At least 75%</b> of students are consistently on task.	Uses a <b>variety</b> of attention techniques on the whole class but may not differentiate by student. A <b>large majority</b> of students are consistently on task.	Uses a <b>wide variety</b> of attention techniques as needed, differentiated by student and situation. <b>Almost every</b> student is consistently on task.	

C4	<i>Supports and manages student behavior effectively</i>	Student behavior is <b>poor</b> . Teacher has not established clear, high expectations for student behavior; does not monitor behavior; and responses to misbehavior may be <b>inappropriate, inconsistent or not respectful</b> of the student's dignity.	Student behavior is <b>inconsistent</b> . Teacher makes an effort to establish behavioral expectations; monitor and maintain behavioral expectations; and respond <b>appropriately</b> to student misbehavior.	Student behavior is <b>consistently correct</b> and <b>students</b> may participate in ensuring appropriate behavior. Teacher has established clear expectations for behavior. Teacher utilizes some best practices to monitor and maintain behavioral expectations; and consistently responds to student misbehavior in ways that are clear, assertive and <b>mostly successful</b> , and respectful of the student.	Student behavior is <b>consistently correct</b> , and <b>students participate</b> in ensuring appropriate behavior. Expectations and the purpose behind them are clear to all students and appear to have been developed with student participation. Teacher's monitoring of student behavior is subtle, and preventive, and teacher's response to student misbehavior is the least invasive option, <b>highly effective</b> and sensitive to individual student needs.	
C5	<i>Effectively supports students with continued or intensive behavior excesses</i>	Teacher responds <b>inappropriately</b> ; may use aggressive or harsh volume, tone, word choice or approach; teacher may ignore the behavior.	Teacher responds <b>appropriately</b> but response may not be effective; opportunities exist to better personalize solutions to students' needs .	<b>Teacher regularly uses systems</b> , such as behavior contracts, and invests other school staff (e.g. advisor) and families, etc.	Teacher builds a cohesive, effective, <b>personalized solution</b> that involves an invested team of teachers and family, and may include students.	
C6	<i>Implements pacing and procedures to maximize time spent on learning</i>	Teacher keeps momentum going in <b>few</b> cases; <b>less than 75%</b> of students follow procedures (e.g. transitions, dissemination / collection of supplies, homework)	Teacher maintains momentum in <b>some</b> cases. Most procedures run adequately with teacher's facilitation and/or intervention. At least <b>75%</b> of students follow procedures; Teacher effectively reinforces procedures when they break down.	Teacher <b>consistently</b> maintains momentum with few interruptions; proactively reinforces procedures and regularly connects them to the purpose of maximizing instructional time. A large majority of students follow procedures and routines.	Teacher maintains momentum via a repertoire of strategies that match the students and situation. All procedures and routines run smoothly and urgently without teacher's facilitation and are followed by almost all students.	
C7	<i>Designs physical classroom environment to support engagement and learning</i>	Space is disorganized and/or cluttered; not attractive, welcoming or print-rich. Space includes some examples of student work but lacks artifacts of college-going culture. Room arrangement may <b>contribute to behavioral challenges</b> and/or low engagement.	Space is clutter-free, generally clean, somewhat welcoming and print rich. Student work is displayed, though achievement data and progress toward goals are not. Room arrangement is <b>conventional</b> with little variation.	Space is clean, organized, vibrant and print-rich. Space reflects a college-going culture and displays student work and achievement data and may include progress toward big goals. Room arrangement <b>supports curricular goals</b> and helps maintain engagement and prevent challenging behavior.	Space is always welcoming, vibrant and print rich. Space reflects a college-going culture and displays multiple and varied examples of student work, achievement data and progress toward big goals. Room is often rearranged to maximize student engagement. Space <b>used flexibly</b> for different instructional purposes at different times, <b>matched to curricular goals</b> , and prevents challenging behavior.	
<b>Fit with SHPS</b>		<b>NOVICE</b>	<b>BASIC MASTERY</b>	<b>PROFICIENT MASTERY</b>	<b>ADVANCED MASTERY</b>	<b>PLEASE SELECT:</b>
F1	<i>Demonstrates pride in and enthusiasm for our work</i>	Team member does not show pride; may speak negatively about our work, and struggles to stay positive or enthusiastic.	Team member sometimes shows pride through his/her words or actions; is excited by the work we do; and stays generally optimistic.	Team member consistently shows pride through his/her words and actions; is excited by the work we do; and is regularly optimistic.	Team member consistently shows pride through his/her words, actions and by example, leads other team members to show pride as well; approaches our work with eagerness and optimism.	
F2	<i>Displays a sense of personal responsibility</i>	Does not hold self or others accountable for behavior or results and may make excuses for poor performance. Resists looking at or discussing goals and metrics. Rarely implements feedback or makes improvement; frequently misses deadlines. Focuses on and may decrease effort when faced with challenges.	Generally holds self accountable for own results. Creates action plans in response to results measured by leadership; may miss occasional deadline. Generally operates with a 'whatever it takes' mindset and maintains effort when faced with challenges.	Consistently holds self and others accountable for school results. Creates and follows-up with timely action plans in response to results measured by self and leadership; consistently meets deadlines. Consistently operates with a 'whatever it takes' mindset. Increases effort when faced with challenges.	Consistently holds self and others accountable for school results; creates and follows-up with timely, robust and flexible action plans in response to results measured by self and leadership; Always operates with a 'whatever it takes' mindset, prioritizes time and effort toward most pressing challenges.	
F3	<i>Operates in alignment with professional standards</i>	Does not meet standards for professional dress and/or attendance. Does not follow SHPS and school site policies.	Generally meets standards for professional dress and attendance. Follows SHPS and school site policies.	Consistently meets or exceeds standards for professional dress and attendance. Understands and consistently follows SHPS and school site policies. May participate in process to review policies.	Consistently meets or exceeds standards for professional dress and attendance. Understands and consistently follows SHPS and school site policies. Takes a leadership role in reviewing and strengthening school policies.	

	F4	<i>Has excellent customer service</i>	Does not respond to stakeholder requests in a timely or appropriate manner. Provides little or no information to stakeholders and makes few attempts to engage them.	Consistently responds to stakeholder requests in a timely and appropriate manner. Makes some attempts to engage stakeholders; responses to concerns are generally appropriate.	Communicates frequently, effectively, and in a way that reflects an understanding of the needs of stakeholders. Successfully engages most stakeholders as needed; responses to concerns are consistently appropriate and focused on solutions.	Communicates frequently, proactively, and effectively with stakeholders. Differentiates / personalizes approach to fully engage and invest all stakeholders in the program. Seeks out ways to increase stakeholder satisfaction and investment.	
	F5	<i>Operates in alignment with SHPS mission and core beliefs</i>	Does not operate in alignment with SHPS mission and core beliefs; works at cross-purposes or lacks direction.	Generally operates in alignment with SHPS mission but may not work purposefully toward living out each core belief.	Consistently operates in alignment with SHPS mission and core beliefs; takes ownership for attaining measurable results.	Consistently operates in alignment with SHPS mission and core beliefs; takes ownership for attaining measurable results. Finds ways to further SHPS's mission.	
	F6	<i>Is collaborative</i>	Contributes negatively to team culture or does not work well with others. Team member avoids being involved in events or projects or attempts to undermine others' efforts to improve the organization.	Participates in building a positive team culture. Relationships with colleagues are cordial. Team member participates in events and projects when specifically asked.	Team member's relationships with colleagues are collaborative. Team member actively initiates participation in events and projects that contribute to a positive culture for the organization.	Team member demonstrates leadership that makes a substantial contribution. Creates and supports opportunities for student or stakeholder leadership. Uses influence with others to promote collegiality and a positive culture for the organization.	
	F7	<i>Holds self and others to high quality standards and seeks continuous improvement</i>	Has low expectations and standards for self and others' work. Does not seem to understand SHPS performance standards. Does not attempt to improve performance.	Understands and embraces SHPS standards and expectations for own, team and stakeholder performance. Performs actions in order to improve when asked to do so.	Understands and embraces SHPS standards and expectations for own, team and stakeholder performance. Uses data, reflection, and learning to adjust course to meet expectations; creates a feasible action plan and implements with basic follow-through.	Understands and embraces SHPS standards and expectations for own, team and stakeholder performance. Continuously uses data, reflection, and learning to adjust course to meet or exceed expectations. Implements a personally ambitious and feasible plan independently. Pursues contingencies if plan is not effective. Broadens impact by sharing plan with others.	
	F8	<i>Pursues and secures additional resources to increase impact on the organization</i>	Does not attempt to pursue additional resources (ie: donations, community partnerships, discounts, guest speakers, employee referrals).	Considers and pursues a workable solution to address resource needs (ie: donations, community partnerships, discounts, guest speakers, employee referrals). Attempts to sway those who control resources. Implements resources acquired such that they have a temporary impact on results.	Considers and pursues some purposefully selected solutions to address resource needs (ie: donations, community partnerships, discounts, guest speakers, employee referrals). Uses more than one appropriate persuasive technique (e.g. logic, appeal to values) to gain support of those who control resources. Integrates resources acquired to have a sustained impact on results.	Pursues creative, far-reaching solutions to address resource needs (ie: donations, community partnerships, discounts, guest speakers, employee referrals). Builds purposeful partnerships and influences those who control resources to gain widespread approval. Ensures that resources have a sustained impact beyond individual role and tenure.	

GOALS	
GOAL 1	<b>Student Achievement Goal:</b>  <div>Enter a goal related to student achievement here.</div>
GOAL 2	<b>Professional Development Goal:</b> <b>Focus Question:</b>
	<div>Enter a goal related to professional development here.</div>

GOAL 3	
	<p align="center"><b>School/Team Culture Goal:</b></p> <p align="center"><i>Enter a goal related to strengthening school and/or team culture here.</i></p>

GAINS	
	<p align="center"><b>Significant Gains* Goal:</b></p> <p align="center">Enter a goal that would demonstrate significant academic gains for students by the end of the school year based on summative assessments.</p>

<b>*What are Significant Gains?</b>		
0	No Gains	Students are not on track to make gains (i.e. less than 1 year of growth, less than 60% mastery of standards) in achievement as measured by summative, end of course assessments.
3	Basic Gains	Students are on track to make basic gains (i.e. 1 year of growth, 60-69% mastery of standards) in achievement as measured by summative, end of course assessments.
4	Solid Gains	Students are on track to make solid gains (i.e. 1 to 1.5 years of growth, 70-79% mastery of standards) in achievement as measured by summative, end of course assessments. Students who began the year below grade level are on track to make more than one year's worth of growth.
5	Significant Gains	Students are on track to make significant gains (i.e. 1.5 or more years of growth, 80% or higher mastery of standards) in mastery of course material as measured by summative, end of course assessments. Students who began the year below grade level are on a trajectory to reach grade level if the same growth is continued.



## ELEMENT 6: HEALTH AND SAFETY

### **Contents**

- 6.1 OPPA Emergency Procedures
- 6.2 OPPA 2013-14 FUA
- 6.3 SHPA Anti-Harassment and Discrimination Policy
- 6.4 SHPS Employee Handbook



# **Emergency Response Plan**

**St. HOPE Public Schools**

## **Sacramento High School PS7 & OPPA Middle School's**

**2315 34th Street  
Sacramento, CA 95817  
March, 2014**

Prepared by

**Camp and School Consulting**

For implementation in the 2014-2015 school year by the  
Sacramento High School, PS7, and OPPA Middle schools Administration and Faculty.

In coordination with the City of Sacramento, Sacramento Police Department,  
Sacramento Fire Department, County of Sacramento, State of California,  
The Office of Homeland Security and the Federal Emergency Management Agency.

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# **EMERGENCY CONTACT INFORMATION**

<b>Emergency:</b>	Dial 911
Fire	911 (Non-emergency, 916-433-1300)
Police	911 or 264-5151 (Non-emergency, 916-264-5471)
EMS/Ambulance	911
<b>To call above agencies from a cell phone -916-264-5151</b>	
County Office of Emergency Services	916-874-4670
California Highway Patrol	707-648-5550 (24-hr dispatch line)
California Poison Action Line	800-876-4766

## INFORMATION TELEPHONE NUMBERS

SAPD Child Abuse Reporting	916-433-0650
Sacramento County Child Abuse Hotline	916-875-5437
Sutter Memorial Hospital	916-454-3333
UC Davis Medical Center	916-734-2011
Kaiser Permanente Sacramento Med Center	916-973-5243 (24 hr. advice)
PG&E 24 hr. Emergency	800-743-5000
Sacramento Municipal Utility District	888-456-7683
City of Sacramento Utilities(water, sewer)	916-264-5371
City of Sacramento Animal Services	916-264-7387
Astro Sonics Alarm	916-452-7882

Radio/Television stations used to broadcast information regarding status at SACRAMENTO HIGH School

### **Radio Stations**

<b>KXJZ 88.9FM</b>	916-278-8900
<b>KHTK 1140 AM</b>	916-338-8700
<b>KFBK 1530 AM</b>	916-929-5325

### **Television Stations**

<b>NBC3 - KCRA</b>	916-444-7316
<b>CBS13 - KQVR</b>	916-374-1313
<b>ABC10 - KXTV</b>	916-441-2345
<b>FOX40 - KTXL</b>	916-454-4548

# **PROCEDURE TO CALL 911**

*Note: The individual placing the call to 911 should have as much information as possible regarding the emergency situation. In addition, the individual should be prepared to remain on the phone throughout the duration of the call. 911 Dispatchers have a script that they follow, and they do not want to be transferred to someone else during the call.*

1. State your emergency.
2. Stay Calm.
3. Give your name and address.
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Have the following information available:
  - a. What is the emergency? (Fire, intruder, medical injury, etc.)
  - b. Where is it located? (Address and the specific location on campus)
  - c. If the incident involves an intruder or violence, a description of the suspects.
  - d. Who they will contact at the site, and where they will meet them.
7. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

# **PREPARING SACRAMENTO HIGH SCHOOL FOR AN EMERGENCY**

## **Administrator's Checklist**

### **General:**

- ☐ 1. Determine who will be your designee (when you are absent) in the event of an emergency. Establish a chain of command that will be in effect during the school day, during evening events on campus, and on weekends.

**First designee:** \_\_\_\_\_

**Second designee:** \_\_\_\_\_

- ☐ 2. Develop relationship with local police and fire departments.
- ☐ 3. Review Emergency Response Plan annually with local police and fire. Discuss their expectations of actions outlined in emergency plan. Ask for guidance about how to determine when certain emergency actions are required. For example, when should a bomb threat be taken seriously and the school evacuated? What criteria should be used to make this decision?
- ☐ 4. Contact your local City or County Office of Emergency Services. Determine how you will be able to coordinate with them in an emergency. Use this office as a resource.
- ☐ 5. Review Emergency Response Plan annually with staff. Ensure that all staff members are aware of their responsibilities and actions in the event of an emergency.
- ☐ 6. Review with office staff the procedure for calling 911.
- ☐ 7. Do a Hazard Assessment of your school site (refer to p. 12 and 13).
- ☐ 8. Arrange for the removal or correction of hazards found in the Hazard Assessment where possible.
- ☐ 9. Develop and maintain the file of students and staff susceptible to respiratory problems, as mentioned under "Air Pollution Episode" section (refer to p. 42).
- ☐ 10. Perform and document all emergency preparedness drills.

### **Communication:**

- ☐ 1. Review communication plan for internal and external communications at your site.
- ☐ 2. Have a battery-operated radio in the office and in the emergency supply shed.
- ☐ 3. Inventory available cell phones and two-way radios on your site each year.

### **Staff Instructions:**

- ☐ 1. Inventory staff for skills such as First Aid and CPR. Encourage staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. Classes are available from the local chapter of the American Red Cross.
- ☐ 2. Assign staff to Emergency Response Team positions and provide training for their specific roles.
- ☐ 3. Inform staff regarding classroom emergency supplies. Each teacher must check his/her own classroom emergency supplies once issued by the office.

### **Family Information:**

- ☐ 1. Send an annual letter to families about the school's emergency plans. Include instructions about release procedures and what each parent should/should not do in the event of an emergency.
- ☐ 2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
- ☐ 3. Ask for parent volunteers who would be willing to come to the school site after an emergency to assist in other areas such as Search and Rescue Teams, Long-term care and shelter, etc.

### **Preparing for an Earthquake:**

- ☐ 1. Determine who will be assigned to the Search and Rescue and First Aid teams. Direct each team to complete their team's responsibilities.
- ☐ 2. Prepare a color-coded utility map of the school site (pgs. 68) (electric--red, gas, oil, steam--yellow, communication--orange, water--blue, sewer--green).

- ☐ 3. Paint utilities valves/shutoff locations on building the colors depicted on the utility map.
- ☐ 4. Conduct "Duck-Cover-Hold" and "Assemble at meeting place drills" each semester at the high school level.
- ☐ 5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
- ☐ 6. Assign staff to inventory earthquake and related emergency supplies for your school site (pgs. 18-24).
- ☐ 7. Determine who will have access to the Emergency Supply Center.
- ☐ 8. Issue keys to necessary individuals on each Emergency Response Team.

### **Preparing for a Fire:**

- ☐ 1. Prepare fire drill maps of school site and verify posting in each classroom (pg. 65).
- ☐ 2. Conduct fire drills monthly at the elementary school level,, quarterly at the intermediate level, and twice a year at the secondary level. **(Mandated by law)**
- ☐ 3. Obtain fire extinguisher training for emergency response team members. (Fire department will provide).
- ☐ 4. Know the number and locations of fire extinguishers. Ensure they are professionally checked and serviced on an annual basis.

### **Preparing for Evacuation:**

- ☐ 1. Prepare evacuation plan of school site (refer to p.67). Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
- ☐ 2. Determine how many vehicles would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles.
- ☐ 3. Conduct a full-scale evacuation drill annually.

### **Preparing for a Chemical Accident:**

- ☐ 1. Announce to teachers shelter-in-place location within the school site.
- ☐ 2. Conduct shelter-in-place drills annually.

# **Additional Administrator Responsibilities**

## **Prior to Beginning of School Year**

### **Emergency Preparedness Coordinator's Checklist**

#### **To Assist the Search and Rescue Team in Carrying Out Their Responsibilities:**

- ☐ 1. Obtain/Develop a resource list of the neighborhood people and parent volunteers trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- ☐ 2. Check supplies to be sure the necessary tools to shut off utilities are there.
- ☐ 3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- ☐ 4. Annually check the search and rescue supplies on site.
- ☐ 5. Verify that all fire extinguishers are checked and recharged annually.

#### **To Assist the First Aid Team in Carrying Out Their Responsibilities:**

- ☐ 1. Obtain/develop a resource list of medically trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- ☐ 2. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

#### **To Assist the Student Assembly and Attendance Team in Carrying Out Their Responsibilities:**

- ☐ 1. Prepare a master check-in sheet that lists all classes at the assembly area.
- ☐ 2. Notify teachers of their assigned line-up location prior to the first fire drill.

**To Assist Staff with responsibility for long-term care:**

- ☐ 1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- ☐ 2. At the beginning of the school year, all students should be asked to bring a zip lock bag containing any personal emergency kit supplies they might require (medications, contact lens supplies, etc.)

**To Assist in the Updating of Food Supplies in the Emergency Supplies Center:**

- ☐ 1. If necessary to accumulate adequate food supplies, each student can be assigned to bring some canned or dry foodstuffs listed in the supplies list to help in replacing out-dated supplies.
- ☐ 2. The following can be collected by asking each child to bring in one Costco sized container of the following. Divide assignments up by grade level or group e.g. each ninth grade student brings 1 large box of soda crackers.
  - Boxes of unsalted soda crackers
  - Large cans of fruit cocktail
  - Large cans of pork-n-beans
  - Cans of vegetable soup
  - Large cans of peaches
  - Canned stews

**To Assist the Security/Checkout Team in Carrying Out Their Responsibilities:**

- ☐ 1. A letter should be sent home to parents at the beginning of each school year with the student emergency card which explains the emergency plans of the school site and what procedures parents should follow during a disaster.
- ☐ 2. All student information should be in duplicate as a minimum, and preferably in triplicate. One copy should be in the emergency center, a copy should be kept in the office, and a third copy, if used, should be in the teacher's emergency packet.

# **PREPARING SACRAMENTO HIGH SCHOOL** **FOR AN EMERGENCY**

## **Faculty and Staff checklist**

- ☐ 1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
- ☐ 2. Be prepared to remain at school with personal supplies (medications, special dietary needs, family contact phone numbers, etc.)
- ☐ 3. Teachers should check the emergency supplies for their classroom and collect individual student family photos.
- ☐ 4. Correct or remove hazards identified in your classroom or work area by the hazard assessment of the school site.
- ☐ 5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP-DROP-ROLL, earthquake readiness and DROP-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
- ☐ 6. Participate fully in all emergency drills.
- ☐ 7. Become certified in First Aid and CPR through the Red Cross.
- ☐ 8. Become prepared to perform Emergency Team assignments in the event of an earthquake or other emergency situation.
- ☐ 9. Take fire extinguisher training.



# **IDENTIFYING HAZARDS IN YOUR CLASSROOM**

Use the following form to identify potential hazards in your classroom. Please submit this form to the emergency preparedness coordinator in the beginning of the school year so that appropriate action can be taken to ensure that potential hazards are minimized in each classroom.

## **Classroom Hazard Inventory**

**Date:** \_\_\_\_\_

**Room No.** \_\_\_\_\_

**Indicate number of:**

**Check if applicable:**

- \_\_\_ Unsecured bookcases
- \_\_\_ Unsecured wall shelves
- \_\_\_ Free-standing cabinets
- \_\_\_ Hanging plants
- \_\_\_ Evacuation route posted

- \_\_\_ TV monitor unsecured on platform
- \_\_\_ TV monitor on wheeled cart
- \_\_\_ Classroom piano on wheels
- \_\_\_ Heavy objects on high shelves
- \_\_\_ Emergency instructions posted

**List other hazards identified.**

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**Report submitted by:** \_\_\_\_\_

# **HAZARD ASSESSMENT OF SCHOOL SITE**

The hazard assessment of the school site should be performed by a qualified individual (structural and/or civil engineer where appropriate).

The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards.

The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding, including proximity to dams in the event of their failure.
- Likelihood and possible effects of a wild land fire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, *etc.* such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, *etc.* from motion during an earthquake.

**An effort should be made to remove or correct the identified hazards to the school site if possible to do so.**

# **IMPLEMENTATION SCHEDULE OF EMERGENCY PLAN**

## **FIRST YEAR:**

Complete review of, and understand all the emergency information listed in the emergency flip chart.

All staff should know how to call 911 and give out the necessary information to get help.

Develop and assign the teachers to a “Partner” system so that they may assist each other during an emergency.

Build a relationship with the local police and fire departments.  
Ask them to observe an emergency drill periodically.

Develop the crisis box contents for use in an emergency.

Perform the hazard assessment of the school site.

Begin corrective measures on the hazards identified in the hazard assessment.  
Develop a schedule to completely correct hazards by the end of the second year.

Review with staff the emergencies most likely to impact your campus and practice those emergencies to be prepared for a real event.

Assign staff members to the emergency response team. Be sure each person is aware of their responsibilities.

Have one or more battery operated radios in a secure location for emergency use.

Inventory the staff for first aid and CPR skills. Encourage staff to become trained in these areas.

Implement monthly fire drills. Invite your local fire department.

Have staff trained on the proper use of fire extinguishers

Implement regular shelter-in-place drills.

Prepare for and implement DROP, COVER-and HOLD drills for earthquakes.

Send letters home to parents instructing them about appropriate actions in the event of an emergency.

Prepare individual emergency kits for students in the classrooms as well as staff emergency bags.

## **SECOND YEAR:**

Review how the emergency plan preparedness worked over the last year.

Continue practicing the drills developed in the first year.

Complete corrective measures on hazards identified in the hazard assessment of the school site.

Provide additional training for members of the emergency teams.  
(Cribbing, search and rescue techniques, etc.).

Review and if necessary add to the communications systems for your site, evaluating both internal and external needs.

Continue adding to emergency supplies for your site.

Assign staff to inventory, update and replace supplies annually.

## **EVERY YEAR:**

Once implementation of the plan is complete, set up a schedule for annual review of the plan.

Schedule all drills for the year, and review and update procedures.

Continue practicing all emergency situation drills on a regular basis.

## **EMERGENCY SUPPLIES**

# **SUPPLIES FOR EMERGENCY PURPOSES**

## **EMERGENCY PACK FOR CLASSROOM (Teacher and Class Supplies)**

Some schools choose to have limited emergency supplies available in each classroom in addition to major supplies stored in the emergency supply shed. The intention of the emergency pack is to have these supplies accompany the class whenever an evacuation occurs. Note that duplicates of all these supplies (including emergency card duplicates) are located in the Emergency Supply Center.

- ☐ Classroom roster
- ☐ Small first aid kit
- ☐ Cold packs
- ☐ Roll of masking tape
- ☐ Notepad, pens, marker
- ☐ Emergency solar blanket
- ☐ Triage tags
- ☐ Lanyard and whistle
- ☐ Latex gloves
- ☐ Light sticks
- ☐ Bag of candy/gum
- ☐ 3 bottles of water
- ☐ Sanitary napkins

## **EMERGENCY TRAUMA KITS**

Large first aid kits are located in the following locations:

- ☐ Main school office
- ☐ Emergency supply storage shed
- ☐ Athletic trainer's office

## **EMERGENCY SUPPLIES CENTER**

**(Located behind adjacent to student parking lot)**

The intention of this Center is to house emergency supplies required to support the Sacramento High School community for three days following an earthquake emergency. The items listed below represent the primary components of the Emergency Supplies Center.

- ☐ Copies of all student emergency cards
- ☐ Faculty roster with emergency contact information
- ☐ Copies of emergency plan manual and emergency flip chart
- ☐ Vests or caps designating emergency teams (e.g., Search and Rescue, First Aid)
- ☐ Clipboards and instructions for each team
- ☐ 2 rolls of yellow caution tape
- ☐ Shut-off wrenches for utilities
- ☐ First Aid Team Supplies
- ☐ Search and Rescue Team Supplies
- ☐ Tarps and shelters
- ☐ Blankets (solar and regular)
- ☐ Emergency food supplies (in addition to stores in kitchen)
- ☐ Emergency water supplies (in addition to stores in kitchen)
- ☐ Flashlights, lanterns and batteries
- ☐ AM battery-powered radio

**The following school personnel have a key to the Emergency Supplies Center:**

- ) Principals
- ) Dean of Students
- ) St. HOPE Public Schools Security Officer
- ) Crisis Response Team Members
- ) Campus monitors
- ) All full-time teachers
- ) Additional key in crisis box

# **EMERGENCY SUPPLIES**

## **Supplies Checklist**

### **Water:**

- ☐ 1/2 gallon/person/three days
- ☐ Barrels of water for cleansing/sanitation

### **Food:**

- ☐ Non perishable foods such as canned vegetables and fruits. (Avoid salty foods)
- ☐ Matches
- ☐ Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- ☐ Serving supplies - paper plates, cups, paper towels
- ☐ Instant coffee
- ☐ Hard candies, Fruit roll-ups, other snacks

The following can be collected by asking each student to bring in one Costco sized container of the following. Divide assignments up by grade level e.g. each ninth grade student brings 1 large box of soda crackers.

- ☐ Boxes of unsalted soda crackers
- ☐ Large cans of fruit cocktail
- ☐ Large cans of pork-n-beans
- ☐ Cans of vegetable soup
- ☐ Large cans of peaches
- ☐ Canned stews

### **Sanitation supplies:**

- ☐ Toilet--buckets with plastic bags
- ☐ Privacy shelter--1 per 25 people
- ☐ Toilet paper--20 rolls per 100 people
- ☐ Wet wipes--100 per 100 people
- ☐ Plastic bags, ties--10 per 100 people

### **Miscellaneous:**

- ☐ Games and activities for students
- ☐ Tents or tarps (for first aid station, cooking area and student shelter from elements)
- ☐ Optional Item: Generator
- ☐ 12 large 33-gallon plastic bags
- ☐ 40 small plastic bags
- ☐ 200 pre-moistened towelettes
- ☐ 2 packages safety pins
- ☐ 20 packets of tissues
- ☐ 30 foam sleeping pads
- ☐ Feminine hygiene products
- ☐ 10 Body bags



# **FIRST AID CENTER SUPPLIES**

## **Supplies Checklist**

### **Recommended First Aid Supplies:**

- ☐ 4x4 compress--20 per 50 students
  - ☐ 8x10 compress--15 per 50 students
  - ☐ Ace wrap 2 inch--12 per campus
  - ☐ Ace wrap 4 inch--12 per campus
  - ☐ Kerlix bandaging--1 per student
  - ☐ Triangular bandages--24 per campus
  - ☐ Band-Aids, 3/4 inch size--100 per campus
  - ☐ Extra large Band-Aids--50 per campus
  - ☐ Butterfly bandages--50 each per campus
  - ☐ Oval eye patch--1 box of 50 per campus
  - ☐ Sterile ABD combine pads 5"x9"--25 per campus
  - ☐ Sterile non stick Telfa pads 3"x4"--100 per campus
  - ☐ Gauze rolls, non sterile--10 rolls of 3" by 10 yards
  - ☐ Clipboard, paper, report forms
  - ☐ Cervical Collars--5
  - ☐ Self-inflating resuscitation bag and mask
  - ☐ Tourniquets—10
  - ☐ Irrigation trays-8
  - ☐ Sterile saline solution--20 1000mL bottles
  - ☐ 5 pints alcohol
  - ☐ Burn packs, 3"x3"--40 per campus
  - ☐ Cold packs--20 per campus
  - ☐ Cardboard splints, small--24 per campus
  - ☐ Cardboard splints, medium--24/campus
  - ☐ Cardboard splints, large--24 per campus
  - ☐ Backboard with straps—1 per search and rescue team
  - ☐ Scissors (paramedic)--4 per campus
  - ☐ Tweezers--3 assorted per campus
  - ☐ Triage tags--20 per 100 students
  - ☐ Nitrile or latex gloves--10 per 500 students
  - ☐ 1-inch cloth tapes--10 rolls per campus
  - ☐ 2-inch cloth tapes--8 rolls per campus
  - ☐ Dust masks--24 per 100 students
  - ☐ Disposable Richter highway blankets--10 per 100 students
  - ☐ First Aid books, standard--2 per campus
  - ☐ First Aid books, advanced--2 per campus
  - ☐ Two 20 feet by 20 feet ground covers for first aid station
  - ☐ Waterproof signs for "Immediate Care" "Delayed Care" Crisis Counseling" and "Morgue"
- Medications (Need to be dated and rotated):
- ☐ 10 Ammonia inhalants, 4 64 oz Powdered Gatorade or other oral electrolyte,
  - ☐ 100 antacid tablets, 100-200 mg Tylenol, 30-25 mg Benadryl capsules,
  - ☐ 2 bottles Immodium or Kaopectate,
  - ☐ Neosporin--box of 144 squeeze packs per campus
  - ☐ 2 thermometers

# **SEARCH AND RESCUE EQUIPMENT**

## **Supplies Checklist**

### **Protective Gear for Search and Rescue Team:**

- ☐ Hardhat--1/team member
- ☐ Fluorescent vest--1/team member
- ☐ Gloves with leather palms--1/team member
- ☐ Safety goggles--1/team member
- ☐ Dust mask--1/team member
- ☐ Whistles--1/team member
- ☐ Master Keys--one set/SAR team or one set/assigned area

### **Suggested Search and Rescue Tools:**

- ☐ Adjustable 10-inch pliers--1 per campus
- ☐ Pry bar 24 inches--1 per campus
- ☐ Mini folding hacksaw--1 per campus
- ☐ 18-inch bolt cutters--1 per campus
- ☐ Hammer, 3#--1 per campus
- ☐ Duct tape--1 roll per campus
- ☐ Plastic bags--6 per campus
- ☐ Folding shovel--1 per campus
- ☐ Angle head or helmet flashlight--1 per campus
- ☐ 6-inch screwdriver--1 per campus
- ☐ 4 inch Phillips screwdriver--1 per campus
- ☐ Utility knife--1 per campus
- ☐ Container to hold tools--1 per campus
- ☐ Rope--30 feet of 3/8 nylon or similar
- ☐ SAR tags (red, yellow and green)
- ☐ Additional flashlights
- ☐ Batteries for flashlights (at least 2 sets per flashlight)
- ☐ 1 stretcher/site

### **Miscellaneous Tools for Uses Additional to Search and Rescue:**

- ☐ Utility shut off wrench
- ☐ Pry bars, five to six feet--2 per campus
- ☐ Pick ax 6#--1 per campus
- ☐ Sledgehammer--1 per campus
- ☐ Square shovel--1 per campus
- ☐ Round shovel--1 per campus
- ☐ Barrier tape 3 inches x 1000 feet--2 per campus
- ☐ Street grade broom--1 per campus
- ☐ 2x4 wooden cribbing--18 per campus
- ☐ 4x4 wooden cribbing--15 per campus
- ☐ Wedges--6 per campus

Placeholder for page 1, Excel Emergency Supply list

Placeholder for page 2, Excel Emergency Supply checklist

Placeholder for page 3 of Excel Emergency Supply checklist

## **EMERGENCY RESPONSE TEAMS**

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian.

**Documentation** is a key element for all team activity. The following teams are already in place at Sacramento High School. Please consult the Crisis Team Organization Chart to determine your team assignment.

1. **Command Post (EOC) Team:** This team is headed by the Superintendent or a designee. The Command Post Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel. All activities from the other response teams should be reported to the Command Post through the Safety Director. A person on this team will be designated as responsible for radio communications.
2. **Plans Team:** This team is responsible for gathering information about the extent of the emergency situation, putting together a plan of action for the school, and presenting the proposed plan to the administrator in charge at the Emergency Operations Center.
3. **Logistics Team:** This team is responsible for gathering equipment and additional personnel needed by the operations teams to carry out their tasks and responsibilities. They will distribute food, water, and other emergency supplies as needed and will play a key role in the setup of long-term care of the population. The Logistics team also coordinates volunteer check-in for parents and other non-staff members who respond to the school and offer to help with the emergency response.
4. **Finance and Administration Team:** This team is responsible for tracking all expenses, claims, and costs related to the school's response to the emergency situation. The team will need to remain in close contact with the Emergency Operations Center and will also need to document all injuries at the first aid center. Accurate records of hours worked by response teams should also be kept.

## **OPERATIONS TEAMS**

The Operations teams, consisting of the Search and Rescue team, First Aid and Triage team, Student Assembly and Supervision team, and the Security/Checkout team, function under the direction of the Operations Director and report directly to the Safety Director at the Emergency Operations Center. These teams carry out the school's immediate response to the emergency situation.

5. **Search and Rescue Team:** The team is designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. At least one member of the group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts are to be coordinated with the First Aid Team. All activities should be reported back to the Command Post by the team leader.

The Search and Rescue Team will also function as a Damage Assessment Team. Duties in this area include shutting off utilities and assisting in fire fighting efforts. Following their immediate tasks, this group will also perform a preliminary assessment of the building and report the nature and extent of damages to the Command Post.

**6. First Aid/Triage Team:** This team of staff members should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Command Post by the team leader, communicating directly with the Safety Director.

**7. Student Assembly and Attendance Team:** This team of staff is responsible for the supervision of students following evacuation or assembly, and is crucial to the timely and accurate accounting for all students. A report should be given to the Command Post by the team leader as soon as attendance is completed.

**8. Security and Checkout Team:** This team of staff is responsible for securing buildings after evacuation, and for securing the campus perimeter to prevent access to students and faculty from unauthorized individuals. This team will work closely with the student supervision team in the release of students to parents and other authorized individuals.

**9. Long Term Care and Support Team.** This team of staff, students or parents is not an immediate response team and is not set up in advance. Following evacuation/assembly, and after attendance, search and rescue and other primary responsibilities have been performed, this group (drawn from those faculty and staff assigned to student supervision or other response teams that have finished their immediate tasks) will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff and to provide shelter. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Command Post.

## **Command Post (EOC) Team**

### **EMERGENCY OPERATIONS CENTER TEAM**

**Duties:** This team is headed by the school principal or a designee. The EOC Team will coordinate the school's response to the emergency and the actions of the other teams. They will communicate directly with Emergency Response personnel. All activities from the other teams should be reported to the Command Post (EOC). This team is responsible for personnel issues. Any costs incurred during this emergency should be documented by this team.

**1. Team Leader:** The administrator in charge is responsible for all activities on the school site. The principal will determine the schedule for each emergency team. The principal will avoid overworking personnel and will follow the generally recommended guidelines that people should not be working for longer than 12 hours at a time plus shift transition periods.

**2. Safety Director:** The Safety Director handles communication between the administrator in charge and the team leaders of the other emergency response teams. The primary focus for the safety director is safety. The Safety Director also serves as backup for the administrator in charge.

**3. Community Liaison:** The Community Liaison is responsible for communications and coordination with community responders and all outside agencies that may be involved in supporting the school throughout the emergency.

**4. Media Relations/Public Information Coordinator(s):** The Media/Information coordinators are responsible for all external and internal communications from the school. They are the media spokesperson(s), and will prepare information for release to parents, the school board, and other members of the community. Responsibilities include monitoring public information to ascertain what is being said regarding the situation at the school.

### **Before an Earthquake or Similar Emergency:**

1. Determine how communications, emergency responses and costs and claims related to the emergency will be documented. An accurate record of the school's response to the emergency is essential for liability protection as well as securing reimbursement for related expenses.
2. Ensure that all key members of the Crisis Response teams are trained in the duties and requirements of their specific position.



# **COMMAND POST (EOC)** **EMERGENCY RESPONSE CHECKLIST**

**Position:** Administrator in Charge

**Location:** Command Post/Emergency Operations Center

**The following actions should be completed/verified in the order listed:**

## **RESPONSIBILITIES:**

- ☐ 1. Implement one of the designated emergency actions DROP, COVER AND HOLD, EVACUATE, SHELTER IN PLACE, CENTRAL SHELTER, CODE RED, ASSEMBLE/TAKE ROLL.  
  
Verify that everyone has received the instruction, and that all students and staff are responding.
- ☐ 2. Instruct Community Liaison or other staff to call 911 if necessary. Verify that Community Liaison has assigned staff to meet responders and direct to emergency.
- ☐ 3. Assess safety of students in current location, relocate if necessary.
- ☐ 4. Verify coverage for lead positions at Command Post/Emergency Operations Center (Safety, Community Liaison, Media Relations/Public Information) Search and Rescue, First Aid, Security/Checkout, and Student Assembly and Attendance.
- ☐ 5. If a major earthquake occurs, verify that gas and electric mains have been turned off by the Search and Rescue team.
- ☐ 6. Receive attendance report from student assembly area, dispatch Search and Rescue team if students are missing or unaccounted for. If everyone is accounted for, have Search and Rescue team complete building survey and provide immediate fire fighting assistance, etc.
- ☐ 7. Receive report on injured faculty and students. Verify that First Aid station has adequate staffing to deal with the number of victims. Assign additional staff as needed.
- ☐ 8. Receive reports from all key staff positions (Student Assembly and Attendance, Search and Rescue, First Aid, Student Supervision and Security/Checkout). Assess current situation and readjust staffing and tasks as needed.
- ☐ 9. Receive report from staff assigned to monitor AM radio for information on the extent of the emergency. Once briefed on area conditions, assemble key staff and make decisions regarding future course of action.

- ☐ 10. Determine a plan for extended action, either shelter or dismissal. Direct the preparation of shelter areas and/or set up student dismissal/pickup area.
- ☐ 11. Direct Media Relations/Public Information Coordinator(s) to prepare statements for parents, media and other agencies as needed. Approve these statements before they are released. Post information on web site if available.
- ☐ 12. If phones are operable, assign staff to phone coverage and create a standard phone response to be used for incoming calls.
- ☐ 13. Assign staff to prevent building re-entry, if necessary.
- ☐ 14. Set up security at campus entrances.

**IMPORTANT! As the administrator in charge, you must remain at the Command Post/Emergency Operations Center so that other faculty and staff can locate you at all times. Use runners or radios to gather and disperse information to other areas.**

# **EMERGENCY RESPONSE CHECKLIST**

**Position: Safety Director**

**Location: Command Post/Emergency Operations Center**

**The following actions should be completed/verified in the order listed:**

## **RESPONSIBILITIES:**

- ☐ 1. In the absence of the senior administrator on campus, implement one of the designated emergency actions DROP, COVER AND HOLD, EVACUATE, SHELTER IN PLACE, CENTRAL SHELTER, CODE RED, ASSEMBLE/TAKE ROLL.
- ☐ 2. Assist with setup of Command Post/Emergency Operations Center. You are second in command, if the senior administrator is not present, assume direction of the Command Post/EOC.
- ☐ 3. Assess the safety of students in their current location; relocate if necessary.
- ☐ 4. Your primary function is to coordinate the actions of the Operations Team and act as liaison for the Administrator in Charge. Your primary focus is safety, and you should ensure that the operations teams carry out their tasks in as safe a manner as possible.
- ☐ 5. Verify coverage for lead positions at Command Post/Emergency Operations Center (Community Liaison, Media Relations/Public Information) Search and Rescue, Student Assembly and Attendance, Reunification and Security, and First Aid.
- ☐ 6. If an earthquake occurs, verify that gas and electric mains have been turned off by the Search and Rescue team.
- ☐ 7. Receive attendance report from student assembly area, report to Administrator in Charge.
- ☐ 8. Dispatch Search and Rescue team if students are missing or unaccounted for as directed by the Administrator in Charge. If everyone is accounted for, have Search and Rescue team complete building survey and provide immediate fire fighting assistance, etc.
- ☐ 9. Keep Administrator in Charge advised of progress and status of all operations teams.

# **EMERGENCY RESPONSE CHECKLIST**

**Position:** Community Liaison

**Location:** Command Post/Emergency Operations Center

**The following actions should be completed/verified in the order listed:**

## **RESPONSIBILITIES:**

- ☐ 1. Following the announcement of an emergency action, escort your current students to the evacuation or shelter area. Turn them over to the individuals in charge of the Student Assembly Area and report to the Command Post/Emergency Operations Center.
- ☐ 2. Stand by for instructions from the Administrator in Charge to call 911 if necessary. Assign staff or personally meet responders at campus entrance and direct to emergency.
- ☐ 3. Serve as the primary communicator between school administrative personnel and community responders. Pass on instructions from community responders and facilitate integration of responses by the school's emergency responders.
- ☐ 4. Assist Administrator in Charge and the Safety Director with receiving reports from other emergency areas (Student Assembly, Search and Rescue, First Aid, and Security/Checkout). Assist with record keeping and maintaining the communication log for the emergency operations center.
- ☐ 5. Receive report on injured faculty and students. Verify that appropriate and adequate emergency services have been called. Assist with record keeping and tracking of injured and transported individuals.
- ☐ 6. If moving into SHELTER IN PLACE or CENTRAL SHELTER, post signage on outside of building to alert responders to receiving location.

# **EMERGENCY RESPONSE CHECKLIST**

**Position:** Media Relations/Public Information Spokesperson(s)

**Location:** Command Post/Emergency Operations Center

**The following actions should be completed/verified in the order listed:**

## **RESPONSIBILITIES:**

- ☐ 1. Following the announcement of an emergency action, escort your current students to the evacuation or shelter area. Turn them over to the individuals in charge of the Student Assembly Area and report to the Command Post/ Emergency Operations Center.
- ☐ 2. Retrieve AM radio and gather information on the status/extent of the emergency.
- ☐ 3. Update the Administrator in Charge with information on the extent/severity of the emergency.
- ☐ 4. Update the faculty with information provided by the Administrator in Charge on the extent of the emergency, and the school's plan for future action. Answer any questions, reassure personnel, and assess morale and the emotional status of faculty and staff. Relay this status to the Administrator in Charge.
- ☐ 5. At the direction of the Administrator in Charge, prepare parent communications (notes to be carried home, broadcast emails, web site postings). ***Note: All statements must be approved by the Administrator in Charge before being released.***
- ☐ 6. Prepare statements for release to the media regarding the status of the emergency. Release these statements to designated radio and TV stations as directed ***after statements have been approved by the senior school administrator.***
- ☐ 7. Notify the School Board, District and other key parties of the status of the situation at the school.
- ☐ 8. Monitor radio and TV stations for the accuracy of information being released regarding the situation at the school. Issue corrections and updates as needed.
- ☐ 9. Monitor information from First Aid team regarding number of injuries, locations where injured students were sent for treatment, etc. Provide this information to parents.

## **First Aid Team**

**Duties:** This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. **Team members should be certified in First Aid and CPR and should keep this certification current.** Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake or other regional disaster.

### **Before an Earthquake or Similar Emergency:**

1. The Team Leader will lead the development of a plan for setup of the First Aid Station. The First Aid Station Areas should be as follows:

**Minor Care:** Have the teacher of each class group handle minor care.

**Triage:** Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

**Delayed Care:** For people with injuries which do not require immediate attention within the first hour. These injuries may be lacerations, broken bones, wounds beyond a teacher's capabilities to handle, and for people needing medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.

**Crisis Counseling First Aid:** Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other first aid areas, since the sight of injured people may worsen the hysteria. This area should also be away from the student population because hysteria is contagious and can rapidly get out of control.

**Immediate Care:** For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns, and shock. Locate immediate care in an area out of sight of most students and staff, which is also easily accessible to emergency vehicles.

**Morgue:** Locate in an area out-of-sight of the students. This area should also be distant from the food supply and accessible by emergency vehicles. Use body bags or sheets to cover bodies being transported.

# **EMERGENCY RESPONSE CHECKLIST**

**Position:** First Aid/Triage Team Leader

**Location:** First Aid Treatment Area

**The following actions should be completed/verified in the order listed:**

## **RESPONSIBILITIES:**

- ☐ 1. Evacuate or care for the students in your class. As soon as possible, turn their care over to the Student Assembly and Attendance Team in the emergency assembly area.
- ☐ 2. Report immediately to the emergency supply center for supplies and then begin setting up the first aid treatment area. Bring your KEY for the emergency supply center if you have one.
- ☐ 3. The Team Leader will lead the organization and establishment of the First Aid Station Areas:
  - a. Triage area first.
  - b. Minor care and crisis counseling first aid area.
  - c. Delayed care area.
  - d. Immediate care area
  - e. Morgue as needed.
- ☐ 4. Triage injured brought to the first aid station.
- ☐ 5. Administer first aid to the injured. Follow, as needed, the instructions in the first aid handbooks which are stored in the emergency center.
- ☐ 6. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary, assist Search and Rescue Team in providing first aid to injured while they are trapped.
- ☐ 7. Keep emergency card with each injured person. Emergency card should include information regarding unusual medical conditions. Ensure that emergency card accompanies any injured student.
- ☐ 8. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
- ☐ 9. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
- ☐ 10. Notify the Command Post (EOC) of number of injured and status of first aid treatment.

## **Search and Rescue Team Responsibilities**

**Duties:** This team will initially need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. Following initial search and rescue tasks, they should help suppress fires and provide security for the site. Team members should be trained in search and rescue techniques, first aid and fire suppression.

### **Before an Earthquake or Similar Emergency:**

- ☐ 1. The Team Leader will designate who will have primarily search responsibility, and who will focus on rescue. This is to prevent team members from being torn between stopping to rescue people and continuing the search for other injured persons.
- ☐ 2. Team members will review when, how and where to shut off utilities, gas, electricity and water, as required.
- ☐ 3. Team members will check the utility map of the school site for accuracy and completeness.
- ☐ 4. Team members will familiarize themselves with a pattern for searching the school site. The Team Leader with the assistance of the team members can develop a search and rescue pattern that efficiently covers all the buildings and structures of Bishop Alemany High School.



# **EMERGENCY RESPONSE CHECKLIST**

**Position:** Search and Rescue Team Leader

**Location:** Search and Rescue Team Assembly Area

## **Immediately After an Earthquake or Similar Emergency:**

- ☐ 1. Evacuate or care for the students in your class. As soon as possible, turn their care over to the Student Assembly and Attendance Team in the emergency assembly area.
- ☐ 2. Report to the team assembly area at the emergency supply center. Pick up search and rescue equipment. Make sure you bring the **KEY** with you.
- ☐ 3. When dispatched by the administrator in charge or team leader, sweep through the school buildings following the pre-established pattern to quickly identify who is trapped or injured.
- ☐ 4. Check every room in the school visually, vocally and physically as part of the initial sweep of the building.
  - a. Note tags on classroom doors. Green = OK, Red sticker = trapped or injured people. Yellow = Danger/hazard inside. Make notes on the tags/doors if additional trapped or injured are found.
  - b. Using the building map **provided in the search and rescue backpacks**, check off each location as you complete your investigation. Use the map to record the location of trapped individuals who were impossible to rescue or if you encountered major building damage. Mark major building damage areas with a red "X."
  - c. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
- ☐ 5. Rescue trapped or injured individuals. Perform immediate first aid when necessary and remove the injured. The injured should be transported to the first aid area in the patio.
- ☐ 6. While performing the search and rescue sweep of the buildings, also inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, report any leaks/electrical shorts to the Team Leader. The team leader will designate someone to turn off the gas main, electricity and/or water main. A map of all valves and circuit breakers can be found in the Search and Rescue Team Folder at the Command Post. Do not enter damaged structures. Do NOT use electrical switches. Do NOT attempt to turn the utilities on again.
- ☐ 7. After evacuation of injured/trapped students has been accomplished and all locations of the building have been searched, report back to the Search and Rescue Team Leader. Provide your map listing locations of trapped individuals. Report the number and status of trapped victims to the Safety Director at the Command Post (EOC).
- ☐ 8. Assist in fire suppression or other damage control activities. Check the perimeter of the school site for damage such as downed wires.

## **Security/Checkout Team**

**Duties:** This team is responsible for securing the perimeter of the campus, and for securing buildings to prevent re-entry following an emergency such as an earthquake. Additionally, this team sets up the parent reception area and coordinates the checkout of students and staff when they depart the campus.

When student release is authorized by the administrator in charge, this team should coordinate the release of students with the student supervision team, maintaining an accurate list of students remaining on campus at all times. All parents and other non-school personnel should be routed through the security center check-in.

### **Before an Earthquake or Similar Emergency:**

- ☐ 1. As a team, determine which site will be the emergency student release area.
- ☐ 2. Lead the development of a procedure to be used for releasing students. As a team, decide who will be responsible for what tasks during the reunification process and assign responsibilities.
- ☐ 3. During the annual earthquake drill, test the student release procedure.

# **EMERGENCY RESPONSE CHECKLIST**

**Position:** Security/Checkout Team Leader

**Location:** Security/Checkout Team Assembly Area

## **Immediately After an Earthquake or Similar Emergency:**

- ☐ 1. Evacuate or care for the students in your class. As soon as possible, turn their care over to the Student Assembly and Attendance Team in the emergency assembly area.
- ☐ 2. Secure the perimeter of the campus by closing and locking all gates, except the main entrance to be used by emergency response vehicles.
- ☐ 3. After students and faculty have evacuated the buildings and search and rescue operations are completed, lock/secure all buildings to prevent re-entry.
- ☐ 4. Report status to Command Post (EOC) when campus is secured.
- ☐ 5. Set up student release center. Acquire a desk or table and set up the checkout area.
- ☐ 6. Get the Checkout Box from the Command Post. Inside the box, you will find:
  - a. Student release sheets
  - b. Alphabetized master list of all students
  - c. Alphabetized master list of all school personnel
  - d. Additional clipboards, pens, and related supplies
- ☐ 6. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
- ☐ 7. Record all absent students and teachers on the alphabetized master list.
- ☐ 8. When parents or others arrive, verify identification, check release authorization card for permission to remove student from campus. If authorized, call on radio to student supervision area for student to be escorted to release area.
- ☐ 9. Have the person picking up the student sign the card, and note the time student was released on the card. File the card and record student pick-up on the master list.
- ☐ 10. If campus evacuation is ordered, send team members to survey the evacuation site for safety. Other team members should be the last to leave the campus, leaving written information as to the evacuation area location and phone contact information.
- ☐ 11. Report all activities to the Command Post (EOC).

## **Student Supervision and Attendance Team**

**Duties:** This team is initially responsible for accounting for all students and staff. Roll call is received from the teachers in order to determine if any students are missing. This list is then compared with the master attendance list maintained by the school administrative assistant. Following attendance responsibilities, the team should provide supervision and support for students. Their safety, comfort and care are the primary responsibilities. When student release is authorized by the administrator in charge, this team should coordinate the release of students with security/checkout team, maintaining an accurate list of students remaining on campus at all times.

### **Before an Earthquake or Similar Emergency:**

- ☐ 1. The assembly area will be on the main athletic field. The team leader should lead the development of a plan for the assignment of the line-up locations for all grades and class groups. Copies of line-up locations should be distributed to all teachers prior to the first fire drill.

# **EMERGENCY RESPONSE CHECKLIST**

**Position:** Student Supervision and Attendance Team Leader

**Location:** Student Emergency Assembly Area

## **Immediately After an Earthquake or Similar Emergency:**

- ☐ 1. Evacuate or care for the students in your class. As soon as possible, evacuate your classroom and/or office, bring emergency supplies with you, and proceed directly to the emergency assembly area.
- ☐ 2. As teachers assigned to attendance and supervision arrive they should take attendance for each class or group in the emergency assembly area. When they have completed attendance, teachers should come forward and report unaccounted for and injured students.
- ☐ 3. The person in charge of the student assembly area should report missing/unaccounted for students to the Command Post (EOC) immediately after the attendance report is received.
- ☐ 4. Return to each teacher in the assembly area and ask for the names of any students who are absent from school.
- ☐ 5. Match up the reported absences with the school's daily attendance report, verifying the accuracy of school-wide attendance.
- ☐ 6. Reassess the safety of the students in the current assembly area. If weather is inclement, ask the Administrator in Charge if it is safe to relocate to the central shelter area.
- ☐ 7. Provide supervision and activities for the students in the assembly area. Keep a watchful eye for signs of emotional distress among students and faculty.

The section on Emergency Response Teams contains information from Camp and School Consulting and information listed in the Orinda Union School District Emergency Plan.

## **Long Range Care Team**

**Note:** This team is not pre-assigned, and is assembled following the completion of immediate response needs, based on the scenario regarding length of time before students are re-united with their families and released from the school. Faculty, staff, students and parent volunteers can serve on this team.

**Duties:** This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, shelter and sanitation set-up.

### **Before an Earthquake or Similar Emergency:**

- ☐ 1. Determine the best location for food preparation, food service, and water distribution.
- ☐ 2. Determine a location for the sanitation area away from the food preparation area.
- ☐ 2. Develop a food consumption plan for the school population, *i.e.* Students consume food supplies in kitchen/food service area first before those items stored in the emergency supply shed. Remember that food and shelter are secondary responses. The first hours after the earthquake will largely be spent rescuing the trapped and treating the injured.

### **Immediately After the Earthquake or Similar Emergency:**

- ☐ 1. Report to the Command Post (EOC). Coordinate with the administrator in charge.
- ☐ 2. In consultation with Search and Rescue team, determine what facilities at the school are inhabitable and usable for shelter and sanitation. Set up sheltering tents as necessary to protect the students from the elements.
- ☐ 3. Set up cooking area, water distribution area and sanitation areas as needed if permanent school facilities are not usable. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.

## **Appendix A**

### **Types of Emergencies and Immediate Responses**

# **AIR POLLUTION EPISODE**

**This event could affect students and staff who are susceptible to respiratory problems.**

## **RESPONSIBILITIES:**

- |                          |                           |    |   |
|--------------------------|---------------------------|----|---|
| <input type="checkbox"/> | <b>Head of School</b>     | 1. | Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.    |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 2. | Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.                                |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 3. | When notified from community siren or via news media of air pollution advisory, the principal shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity. |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 4. | Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.  |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 5. | Instruct employees to minimize strenuous physical activity.   |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 6. | Cancel any events that require the use of vehicles.   |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 7. | Urge staff to minimize use of vehicles and gasoline-powered equipment (mowers, blowers, etc.).  |

Contributions from: the John Swett Unified School District and the Walnut Creek School District Emergency Plans.



# **BOMB THREATS**

**In the event that the school, by letter or telephone, receives a bomb threat the following procedures will be accomplished.**

## **RESPONSIBILITIES:**

- |                          |   |     |  |
|--------------------------|---|-----|--|
| <input type="checkbox"/> | <b>Staff</b>                            | 1.  | If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.  |
| <input type="checkbox"/> | <b>Staff</b>                            | 2.  | If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying. Use the worksheet which follows to assist you. |
| <input type="checkbox"/> | <b>Lead Administrator (or designee)</b> | 3.  | Immediately notify the police and fire departments (call 911).   |
| <input type="checkbox"/> | <b>Lead Administrator</b>               | 4.  | If the caller is still on the phone, call the phone company to trace the call.   |
| <input type="checkbox"/> | <b>Lead Administrator</b>               | 5.  | Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Turn off bell systems. Do not use these devices during this threat.   |
| <input type="checkbox"/> | <b>Staff</b>                            | 6.  | Caution students against picking up or touching any strange objects or packages.   |
| <input type="checkbox"/> | <b>Lead Administrator</b>               | 7.  | If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.   |
| <input type="checkbox"/> | <b>Staff</b>                            | 8.  | Evacuate students using primary and alternate routes (p.65). Take emergency backpack and student kits. Check to be sure all students have left the building.   |
| <input type="checkbox"/> | <b>Staff</b>                            | 9.  | Upon arrival at the designated safe site, take roll. Notify the principal/designee and emergency response personnel of any missing students.   |
| <input type="checkbox"/> | <b>Staff</b>                            | 10. | Do not return to the building until emergency response officials determine it is safe.   |

# **BOMB THREAT CHECKLIST**

**REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:**

1. When will it go off? \_\_\_\_\_
2. Where is it located? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What floor is it on? \_\_\_\_\_
5. Why are you doing this? \_\_\_\_\_
6. Who are you? \_\_\_\_\_

**Call received by:** \_\_\_\_\_

**Time of call:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Description of Caller:**      Male \_\_\_\_\_ Female \_\_\_\_\_ Adult \_\_\_\_\_ Juvenile \_\_\_\_\_

**Approximate Age of Caller:** \_\_\_\_\_

## **Voice Characteristics:**

Loud: \_\_\_\_\_  
High Pitched \_\_\_\_\_  
Raspy \_\_\_\_\_  
Intoxicated \_\_\_\_\_

Soft \_\_\_\_\_  
Deep \_\_\_\_\_  
Pleasant \_\_\_\_\_

Other \_\_\_\_\_

## **Speech:**

Fast \_\_\_\_\_  
Distinct \_\_\_\_\_  
Stutter \_\_\_\_\_  
Slurred \_\_\_\_\_

Slow \_\_\_\_\_  
Distorted \_\_\_\_\_  
Nasal \_\_\_\_\_  
Precise \_\_\_\_\_

Other \_\_\_\_\_

**Language:**

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Foul \_\_\_\_\_

Other \_\_\_\_\_

Use of certain phrases: \_\_\_\_\_

**Accent:**

Local \_\_\_\_\_

Not Local \_\_\_\_\_

Foreign \_\_\_\_\_

Regional \_\_\_\_\_

Race \_\_\_\_\_

Other \_\_\_\_\_

**Manner:**

Calm \_\_\_\_\_

Angry \_\_\_\_\_

Rational \_\_\_\_\_

Irrational \_\_\_\_\_

Coherent \_\_\_\_\_

Incoherent \_\_\_\_\_

Deliberate \_\_\_\_\_

Emotional \_\_\_\_\_

Righteous \_\_\_\_\_

Laughing \_\_\_\_\_

**Background Noises:**

Office Machines \_\_\_\_\_

Street Traffic \_\_\_\_\_

Machinery \_\_\_\_\_

Airplane \_\_\_\_\_

Bedlam \_\_\_\_\_

Trains \_\_\_\_\_

Animals \_\_\_\_\_

Voices \_\_\_\_\_

Quiet \_\_\_\_\_

Music \_\_\_\_\_

Mixed \_\_\_\_\_

Party Atmosphere \_\_\_\_\_

## **CHEMICAL ACCIDENT (Offsite)**

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished. **WARNING:** An alert message will be broadcast over the public address system located in your school office and the community warning siren may be heard.

### **RESPONSIBILITIES:**

- |                          |                           |     |  |
|--------------------------|---------------------------|-----|--|
| <input type="checkbox"/> | <b>Lead Administrator</b> | 1.  | Announce SHELTER IN PLACE. Have all students who are outside report to the nearest designated building.  |
| <input type="checkbox"/> | <b>Staff</b>              | 2.  | Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in-place).   |
| <input type="checkbox"/> | <b>Staff</b>              | 3.  | Take roll. Notify Principal or designee of any missing students.   |
| <input type="checkbox"/> | <b>Staff</b>              | 4.  | If necessary, use tape, rags, clothing or any other available material to seal air leaks.  |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 5.  | CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor Emergency Alert broadcasts and radio stations for further instructions.                                  |
| <input type="checkbox"/> | <b>Staff</b>              | 6.  | If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths. |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 7.  | If evacuation orders are received, proceed with school evacuation plan (refer to p.60).  |
| <input type="checkbox"/> | <b>Staff</b>              | 8.  | Evacuate students. Take the class roster and emergency backpack and student kits.  |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 9.  | A check should be performed to be sure all students have been evacuated.   |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 10. | A notice should be left on the office door stating where the school has relocated.   |
| <input type="checkbox"/> | <b>Staff</b>              | 11. | Upon arrival at safe site, take roll and report attendance to Principal/designee immediately   |

# **CHEMICAL ACCIDENT (Onsite)**

## **THREAT OF EXPLOSION**

This incident could be the result of spilled cleaning chemicals within the school building, or a broken gas main. Should any such accidents endanger the students or staff, the following will be accomplished.

### **RESPONSIBILITIES:**

- ☐ **Lead Administrator** 1. Determine if evacuation is required.  
(or designee)
- ☐ **Lead Administrator** 2. Notify appropriate local authorities of incident (call 911).
- ☐ **Lead Administrator** 3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
- ☐ **Staff** 4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency backpack and student kits. Check to be sure all students have left the school building.
- ☐ **Staff** 5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- ☐ **Staff** 6. Upon arrival at evacuation site, take roll and report attendance to Principal/designee immediately. Notify emergency response personnel of any missing students.
- ☐ **Staff** 7. Do not return to the building until emergency response personnel have determined it is safe.

Contributions from: the John Swett Elementary School, San Ramon Unified School District and St. Patrick's School Emergency Plans.

# **CRIMINAL ACT**

**This incident could occur if a crime has been committed on the campus.**

## **RESPONSIBILITIES:**

- ☐ **Lead Administrator** 1. If intruder is on-site or still in immediate vicinity, Announce “CODE RED, CODE RED, CODE RED.” Lock and secure building if intruder is outside.
- ☐ **Lead Administrator** 2. Notify police (dial 911).
- ☐ **Lead Administrator** 3. Identify all parties involved (if possible). Identify witnesses, if any.
- ☐ **Lead Administrator** 4. Deny access to crime scene until police arrive.
- ☐ **Lead Administrator** 5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.
- ☐ **Staff** 1. Upon hearing the announcement, or becoming aware of violence on campus, instruct your students to immediately drop and lie prone on the floor.
- ☐ **Staff** 2. Lock your classroom door and close blinds or window shades.
- ☐ **Staff** 3. Using desks, tables and other furniture, build a barricade to provide cover from someone entering the classroom.
- ☐ **Staff** 4. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.

# **EXPLOSION**

**If an explosion occurs in the school building, the following shall be accomplished.**

## **RESPONSIBILITIES:**

- |                          |  |     |  |
|--------------------------|--|-----|--|
| <input type="checkbox"/> | <b>Staff</b>                               | 1.  | If there is an explosion, instruct students to DUCK and COVER.   |
| <input type="checkbox"/> | <b>Lead Administrator</b><br>(or designee) | 2.  | Notify police and fire departments (call 911).   |
| <input type="checkbox"/> | <b>Lead Administrator</b>                  | 3.  | Immediately after the passage of the blast wave, sound fire alarm signal if operable, or announce "EVACUATE BUILDING". Proceed with school evacuation procedure using primary or alternate routes. |
| <input type="checkbox"/> | <b>Staff</b>                               | 4.  | Take class roster and emergency backpack and student kits with you.  |
| <input type="checkbox"/> | <b>Staff</b>                               | 5.  | Check to be sure all students have left the classroom/school site.   |
| <input type="checkbox"/> | <b>Staff</b>                               | 6.  | Students are not to be left unattended at any time during evacuation process.  |
| <input type="checkbox"/> | <b>Staff</b>                               | 7.  | Upon arrival at evacuation site, take roll and report attendance to Principal/designee immediately.  |
| <input type="checkbox"/> | <b>Lead Administrator</b>                  | 8.  | Notify emergency response personnel of any missing students.   |
| <input type="checkbox"/> | <b>Staff</b>                               | 9.  | Care for the injured, if any.  |
| 0                        | <b>Staff</b>                               | 10. | Do not return to the building until the emergency response personnel determine it is safe.   |

Contributions from: the Lafayette School District, the Moraga School District, the San Ramon Valley Unified School District, the Walnut Creek School District and the West Contra Costa Unified School District Emergency Plans.

# **FALLEN AIRCRAFT**

**If an aircraft falls near the school, the following shall be accomplished.**

## **RESPONSIBILITIES:**

- |                          |  |    |  |
|--------------------------|--|----|--|
| <input type="checkbox"/> | <b>Lead Administrator</b><br>(or designee) | 1. | Determine if evacuation is required.   |
| <input type="checkbox"/> | <b>Lead Administrator</b>                  | 2. | Notify police and fire departments (call 911).   |
| <input type="checkbox"/> | <b>Staff</b>                               | 3. | If required, evacuate students from the building using primary and/or alternate fire routes (p.65) to the safe site. Take class roster and emergency backpack and student kits with you. |
| <input type="checkbox"/> | <b>Staff</b>                               | 4. | Check to be sure all students have left the school site.   |
| <input type="checkbox"/> | <b>Staff</b>                               | 5. | At the safe site, take roll. Report any missing students to the Principal/designee. Notify emergency response personnel of any missing students.   |
| <input type="checkbox"/> | <b>Staff</b>                               | 6. | Maintain control of the students a safe distance from the crash site.  |
| <input type="checkbox"/> | <b>Staff</b>                               | 7. | Care for the injured, if any.  |
| <input type="checkbox"/> | <b>Staff</b>                               | 8. | Do not return to school site until emergency response officials have determined it is safe.  |

Contributions from the Lafayette School District and Walnut Creek School District Emergency Plans.



## **FIRE (Offsite) or BRUSH/FOREST FIRE**

This event could occur if a fire offsite, such as a wild land fire, threatens or is near the school building. Should any such event endanger the students or staff, the following will be accomplished.

**WARNING:** An alert message will be broadcast over the public address system located in your school office.

### **RESPONSIBILITIES:**

- |                          |                                      |    |   |
|--------------------------|--------------------------------------|----|---|
| <input type="checkbox"/> | <b>Lead Administrator (designee)</b> | 1. | Determine if evacuation of school site is necessary.  |
| <input type="checkbox"/> | <b>Lead Administrator</b>            | 2. | Contact local fire department (call 911) to determine the correct action for your school site.  |
| <input type="checkbox"/> | <b>Lead Administrator</b>            | 3. | If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan.  |
| <input type="checkbox"/> | <b>Lead Administrator</b>            | 4. | Conduct a site inspection to be sure all students and personnel have left the building.   |
| <input type="checkbox"/> | <b>Staff</b>                         | 5. | Evacuate students using the evacuation plan (p.65). Bring emergency duffle bag and student kits. Take roll call to be sure all students are present before you leave the building site. Maintain control of the students a safe distance from the fire and fire fighting equipment. |
| <input type="checkbox"/> | <b>Lead Administrator</b>            | 6. | A notice shall be left on the office door stating where the school has relocated.   |
| <input type="checkbox"/> | <b>Staff</b>                         | 7. | Take roll. Report any missing students to the Principal/designee and emergency response personnel.  |
| <input type="checkbox"/> | <b>Lead Administrator</b>            | 8. | Monitor local NEWS radio station for information.   |
| <input type="checkbox"/> | <b>Staff</b>                         | 9. | Do not return to the building until the Fire Department determines it is safe.  |

Contributions from: the Lafayette School District Emergency Plan.

## **FIRE (Onsite)**

This incident could occur if the school building is on fire. Should any such event endanger the students or staff, the following will be accomplished.

**WARNING:** The school fire alarm sounds.

### **RESPONSIBILITIES:**

- |                          |                           |    |  |
|--------------------------|---------------------------|----|--|
| <input type="checkbox"/> | <b>Lead Administrator</b> | 1. | Notify the fire Department (call 911).<br>(or designee)  |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 2. | Proceed to evacuate the school using the primary or alternate fire routes.   |
| <input type="checkbox"/> | <b>Lead Administrator</b> | 3. | Receive attendance reports accounting for all faculty and students. If someone is unaccounted for, dispatch search and rescue team to conduct a search of the buildings.   |
| <input type="checkbox"/> | <b>Staff</b>              | 4. | Evacuate students from the building using primary or alternate fire routes (p.65). Take emergency duffle bag and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment. |
| <input type="checkbox"/> | <b>Staff</b>              | 5. | Take roll call. Report any missing students to the Principal/designee. Provide supervision and care for the students in your class.  |
| <input type="checkbox"/> | <b>Staff</b>              | 6. | Do not return to the building until the Fire Department determines it is safe.   |

Contributions from: the San Ramon Unified School District Emergency Plan.

# **FLOODS**

This event could threaten the safety of students or staff if a severe rainstorm has caused urban streams to rise. If such an event occurs, the following shall be accomplished.

**WARNING:** An alert message will be broadcast over the public address system located in your school office.

## **RESPONSIBILITIES:**

- ☐ **Lead Administrator** 1. Determine if evacuation is required.  
(or designee)
- ☐ **Lead Administrator** 2. Notify local police department of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
- ☐ **Staff** 3. Evacuate students using evacuation plan (p.65). Take the class roster, emergency backpack and student kits. Take roll before leaving the campus.
- ☐ **Lead Administrator** 4. An inspection shall be performed to be sure all students have been evacuated.
- ☐ **Staff** 5. Students should not be left unattended at any time during evacuation process.
- ☐ **Lead Administrator** 6. A notice should be left on the office door stating where the school has relocated and the district office should be notified.
- ☐ **Bus Drivers** 7. If evacuation is by bus, DO NOT drive through flooded streets/roads. DO NOT cross bridges of flooding rivers.
- ☐ **Lead Administrator** 8. Monitor local NEWS radio stations for further information.
- ☐ **Staff** 9. Upon arrival at the safe site, take roll. Report any missing students to principal/designee and emergency response personnel.
- ☐ **Staff** 10. Do not return to school site until emergency response officials determine it is safe.

Contributions from the Walnut Creek School District Emergency Plan.

## **MISSING STUDENT**

This incident could occur if a classroom teacher cannot locate a child. The principal may designate another available adult to perform the assigned tasks.

### **Responsibilities:**

- |   |    |   |
|---|----|---|
| <input type="checkbox"/> <b>Class Teacher</b> | 1. | Check with other students in the class to see if they know the whereabouts of the student.  |
| <input type="checkbox"/> <b>Class Teacher</b> | 2. | Contact the school secretary to see if the parent picked up the student.  |
| <input type="checkbox"/> <b>Secretary</b>     | 3. | Check with the prior class period teacher and special subject teachers (music, computer, etc.) to ascertain whether or not the student was present for that class period. |
| <input type="checkbox"/> <b>Secretary</b>     | 4. | Continue working backwards through the student's schedule until time is established that the student was missing.   |
| <input type="checkbox"/> <b>Administrator</b> | 5. | Direct a search of the campus, including bathrooms, library, social hall, cafeteria, and the counseling office.   |
| <input type="checkbox"/> <b>Administrator</b> | 6. | If the student is not located within 10 minutes, notify the parents that the student is missing from class and unaccounted for.   |

## **INJURY TO STUDENT**

- |                          |                      |  |
|--------------------------|----------------------|--|
| <input type="checkbox"/> | <b>Staff</b>         | 1. The first staff member encountering an injured student is responsible for first aid and care of the student.  |
| <input type="checkbox"/> | <b>Staff</b>         | 2. Notify the school office of the injury and if assistance is needed.   |
| <input type="checkbox"/> | <b>Staff</b>         | 3. Follow basic First Aid/CPR procedures in providing treatment. Be careful not to move a student who has fallen from an apparatus or if you suspect other serious injury.     |
| <input type="checkbox"/> | <b>Staff</b>         | 4. Remove all other students from the immediate area (other responding faculty can assist with this).  |
| <input type="checkbox"/> | <b>Administrator</b> | 5. If deemed necessary, summon an ambulance or EMS services by calling 911.  |
| <input type="checkbox"/> | <b>Administrator</b> | 6. Assign a staff member to meet and direct the EMS unit to the scene of the accident.   |
| <input type="checkbox"/> | <b>Administrator</b> | 7. If it a serious medical injury, all other students should be returned to class if at recess or lunch time.  |
| <input type="checkbox"/> | <b>Staff</b>         | 8. The initial staff member responding to the accident is responsible for gathering relevant information (including witness statements) for completion of the accident report. |
| <input type="checkbox"/> | <b>Administrator</b> | 9. The school office will notify parents in the case of a serious accident or injury.  |

## **FATALITY**

Note: In the event of a fatality, a primary responsibility of faculty and administration is to keep students calm and collected. Such a tragedy must be handled with the highest level of sensitivity and respect. The following specific measures must be followed:

- |                          |                       |   |
|--------------------------|-----------------------|---|
| <input type="checkbox"/> | <b>Staff</b>          | 1. Apply life-saving first aid unless you are certain the individual is deceased.   |
| <input type="checkbox"/> | <b>Staff</b>          | 2. Send another staff member or 2 students to the office to summon an administrator.  |
| <input type="checkbox"/> | <b>Administration</b> | 3. Call 911 and summon emergency responders.  |
| <input type="checkbox"/> | <b>Staff</b>          | 3. Remove all students from the immediate area.   |
| <input type="checkbox"/> | <b>Administration</b> | 4. Contact family members and report a serious accident. Ask parents to meet EMS at hospital or come to the campus. .         |
| <input type="checkbox"/> | <b>Administration</b> | 5. Secure the area of the incident so as to not contaminate any evidence. Do not move any equipment involved in the incident. |
| <input type="checkbox"/> | <b>Administration</b> | 6. Separate witnesses to prevent sharing of information, then gather as much information as possible.                         |

**DO NOT discuss the incident with the media, public, other faculty, or students until told to do so.**



# **RIOTS/CIVIL DISORDERS**

## **INSIDE SCHOOL:**

This incident could occur if the students gather in an unruly crowd. Should such an occurrence appear to threaten any students or staff, the following shall be accomplished.

### **RESPONSIBILITIES:**

- ☐ **Lead Administrator** 1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- ☐ **Lead Administrator** 2. Set up a communication exchange with the students, staff and principal. Try to restore order.
- ☐ **Lead Administrator** 3. If unable to calm students, call police (dial 911) for assistance.

## **OUTSIDE OF SCHOOL:**

This incident could occur if a riot breaks out in the streets. Should such an event threaten or endanger students or staff, the following shall be accomplished.

### **RESPONSIBILITIES:**

- ☐ **Lead Administrator** 1. If any students are outside, get them inside the school building. Announce CODE RED. If unable to do so, have students lie down and cover their heads.
- ☐ **Lead Administrator** 2. Once students are in the school building, lock the doors and secure the facility.
- ☐ **Lead Administrator** 3. Notify police (dial 911).
- ☐ **Staff** 4. Close all curtains and blinds.
- ☐ **Staff** 5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- ☐ **Lead Administrator** 6. Cancel all outside activities.
- ☐ **Staff** 7. Care for the injured, if any.
- ☐ **Staff** 8. Remain with students until all clear is given.

## **SEVERE WINDSTORM/WEATHER**

Severe weather can be accompanied by high winds. If this type of weather poses any risk to the staff or students the following shall be accomplished.

**WARNING:** An alert message will be broadcast over the public address system located in school office.

### **RESPONSIBILITIES:**

- ☐ **Lead Administrator** 1. Announce "SHELTER IN PLACE".
- ☐ **Staff** 2. Staff and students should take cover in the shielded areas within the building (refer to map on p.65).  
STAY AWAY FROM WINDOWS.
- ☐ **Staff** 3. Take roll and report any missing students to Principal/designee.
- ☐ **Staff** 4. Close all blinds and curtains.
- ☐ **Staff** 5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ☐ **Lead Administrator** 6. Evacuate any classrooms bearing full force of wind.
- ☐ **Staff** 7. Remain with students near an inside wall or on lower floors of the building.
- ☐ **Lead Administrator** 8. Monitor local NEWS radio station.
- ☐ **Lead Administrator** 9. Notify utility companies of any break or suspected break in utility lines.
- ☐ **Lead Administrator** 10. Students and staff should be kept in the sheltered areas of the building until winds have subsided and it is safe to return to the classroom.

Contributions from: the Lafayette School District, Moraga School District, San Ramon Valley Unified School District, Walnut Creek School District, West Contra Costa Unified School District.



## **THREATENING INDIVIDUALS/INTRUDER**

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

- |                          |                                   |  |
|--------------------------|-----------------------------------|--|
| <input type="checkbox"/> | <b>Lead Administrator (Staff)</b> | 1. Implement "CODE RED" by Announcing "CODE RED, CODE RED, CODE RED."  |
| <input type="checkbox"/> | <b>Lead Administrator (Staff)</b> | 2. If any students are outside, get them inside the school building and to their assigned classrooms. If unable to do so, move to the nearest classroom or inside area. Have students take cover (physical barrier) or concealment( visual barrier). |
| <input type="checkbox"/> | <b>Security Team</b>              | 3. Once students are in the school building, lock the doors and secure the facility.   |
| <input type="checkbox"/> | <b>Community Liaison</b>          | 4. Notify police (dial 911).   |
| <input type="checkbox"/> | <b>Faculty and Staff</b>          | 5. Close all curtains and blinds.  |
| <input type="checkbox"/> | <b>Staff</b>                      | 6. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.   |
| <input type="checkbox"/> | <b>Lead Administrator</b>         | 7. Cancel all outside activities.  |
| <input type="checkbox"/> | <b>Staff</b>                      | 8. Remain with students until all clear is given.  |
| <input type="checkbox"/> | <b>Lead Administrator</b>         | 9. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.   |

## **Earthquake Immediate Responses**

# **EARTHQUAKE**

## **DURING AN EARTHQUAKE:**

### **If indoors:**

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD." Each student should grab one leg of their table and "move" with it.
- In walkways or other areas where cover is not available, move to an interior wall.
- In science rooms, any open flames should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals which may spill.
- In multi-use rooms, take cover under the tables or move close to the interior walls away from windows.

### **If outdoors:**

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers which may demand movement.
- On the school bus, stop the bus away from power lines, bridges, overpasses and buildings. Students should remain in their seats and hold on.

### **NOTE:**

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency supply center) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle to alert rescuers.

## **AFTER THE EARTHQUAKE:**

### **Responsibilities:**

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Staff</b>                            | 1. If no one is trapped/injured, evacuate students from the building. Take emergency classroom bin and folder. Check to be sure all students have left your classroom. Tag the room with a <b>green</b> search and rescue tag (located in folder). <u>Close and lock the classroom door.</u> If there are trapped or injured, tag the room with a <b>red</b> tag (located in folder). Do not leave trapped or injured children alone in room. <u>Do not close or lock your door.</u> |
| <input type="checkbox"/> <b>Staff</b>                            | 2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.   |
| <input type="checkbox"/> <b>Staff</b>                            | 3. Upon arrival at evacuation assembly site, take roll call and report attendance to Lead Administrator/designee immediately. If you are part of the Emergency Response Team, give your students to another teacher to supervise. If your assignment is supervision, remain with your students.  |
| <input type="checkbox"/> <b>“Pull-Out” Staff</b>                 | 3A. Perform Steps 1-3, above, and wait at pre-arranged site for classroom teacher (note that additional copies of class rosters are located in emergency center).  |
| <input type="checkbox"/> <b>Staff w/class in “Pull-Out”</b>      | 3B. Go to pre-arranged safe site immediately to meet with your class. Perform Step 3, above (note that copies of class roster and emergency cards are located in emergency center).  |
| <input type="checkbox"/> <b>Lead Administrator (or designee)</b> | 4. Set up Command Post with your Emergency Response Team.  |
| <input type="checkbox"/> <b>Lead Administrator</b>               | 5. Notify police and fire (dial 911) if you have trapped or missing individuals. Dispatch Search and Rescue (SAR) teams, consisting of adults, to search for missing or trapped people.  |
| <input type="checkbox"/> <b>Search &amp; Rescue Team</b>         | 6. Begin a search of the entire school building. Search rooms tagged with missing or red tags first. When everyone has been removed from the room, change the red tag to a green tag. Check rooms with green Search and Rescue tags to be sure no one is left in the rooms. Report activities to Safety Director at EOC. After each room is searched and no one is left in the room, close and   |

lock the door if possible.

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Lead Administrator</b>       | 7. Verify readiness of other Emergency Response Teams: First Aid/Triage, Security/Checkout, Student Supervision and Attendance.   |
| <input type="checkbox"/> <b>Search &amp; Rescue Team</b> | 8. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify Lead Administrator/designee of actions.  |
| <input type="checkbox"/> <b>community Liaison</b>        | 9. Notify utility companies of any break or suspected break in utility lines as reported from Security/Damage Assessment Team.  |
| <input type="checkbox"/> <b>First Aid Team</b>           | 10. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Lead Administrator/designee.  |
| <input type="checkbox"/> <b>Supervision Team</b>         | 11. Provide for the welfare and positive morale of the student population.  |
| <input type="checkbox"/> <b>Long-term Support Team</b>   | 12. Set up the cooking area to prepare food service for the students and staff. Maintain the food and water supplies. Provide for sanitation needs.   |
| <input type="checkbox"/> <b>Student Release Team</b>     | 12. The Security/Checkout Team is responsible for all student release. Students should be released only to authorized adults. Fill out student release forms for each student allowed to leave. |

# **POST-EARTHQUAKE**

## **EVACUATION OF A SCHOOL BUILDING**

### **Before evacuating the building after an earthquake, consider the following:**

- There may be dangers outside of the building which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark.

### **Before signaling the evacuation of students, do the following:**

- Assess the situation before signaling building evacuation.
- Determine if the primary or alternate building evacuation routes (refer to p.60) are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes.

**After you have determined it is safe to do so**, signal faculty to proceed with the evacuation of the school building.

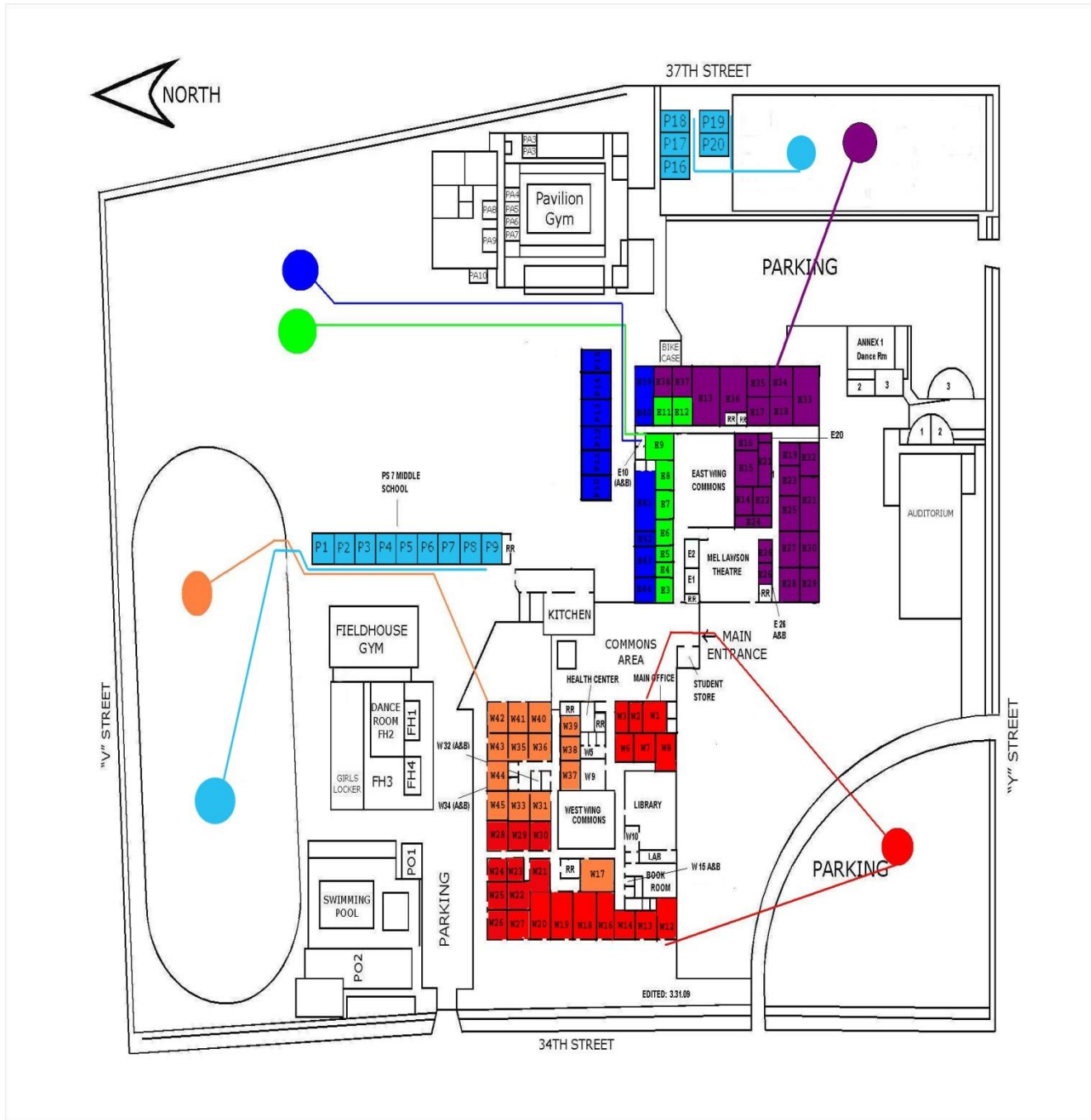
**IF THIS IS A SEVERE EARTHQUAKE**, the school site may have to care for children up to 3 days after the event. The emergency supplies listed on pages 19-22 should be accumulated before an earthquake and stored in a freestanding container separated from the school building. Having these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours!

## **Appendix B**

**Assembly Area Map**  
**Crisis Response Team Locations**  
**Utility Shut-Off Map**  
**Designated Search Areas**

# ASSEMBLY AREA MAPS

## Emergency Assembly Areas

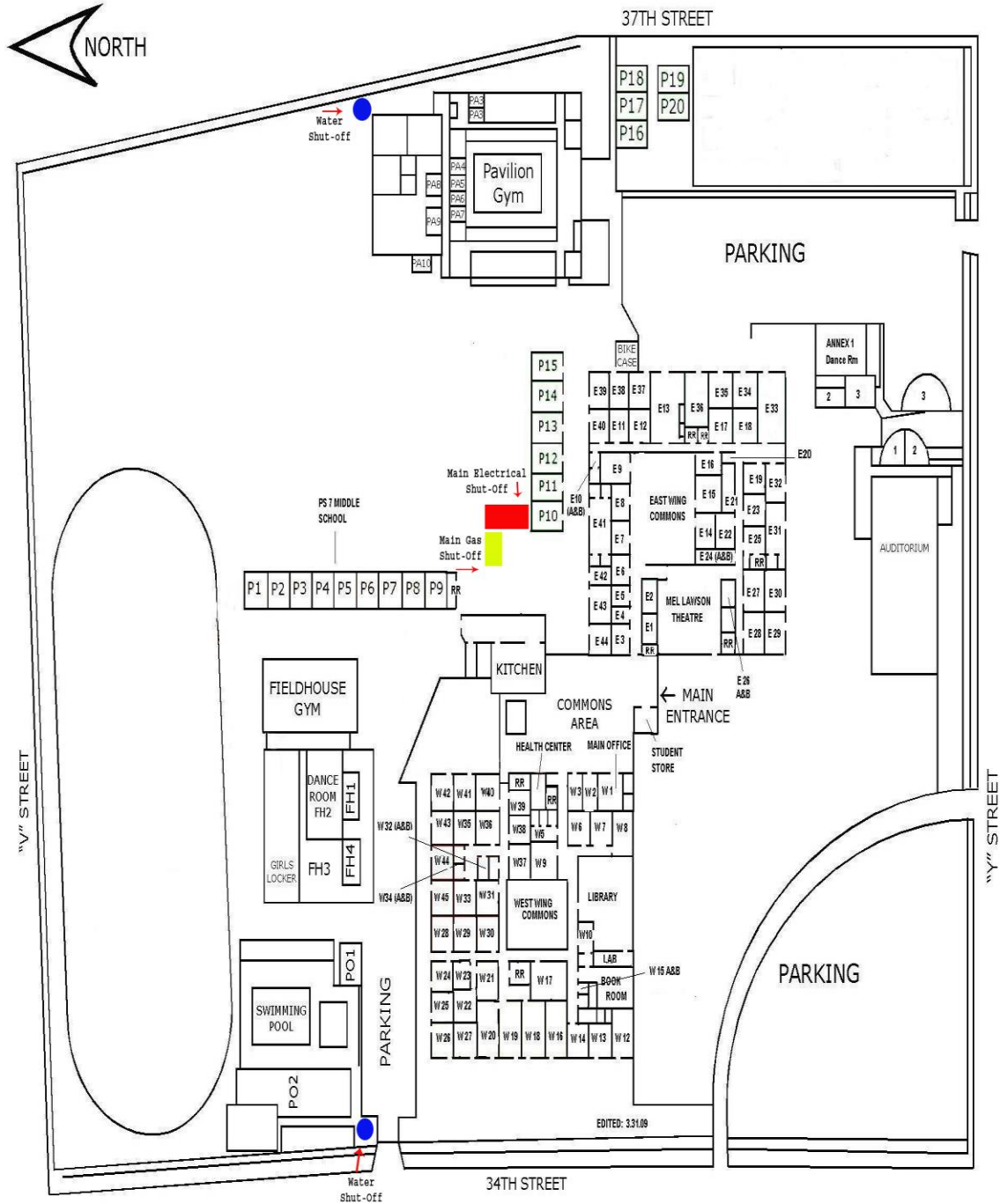




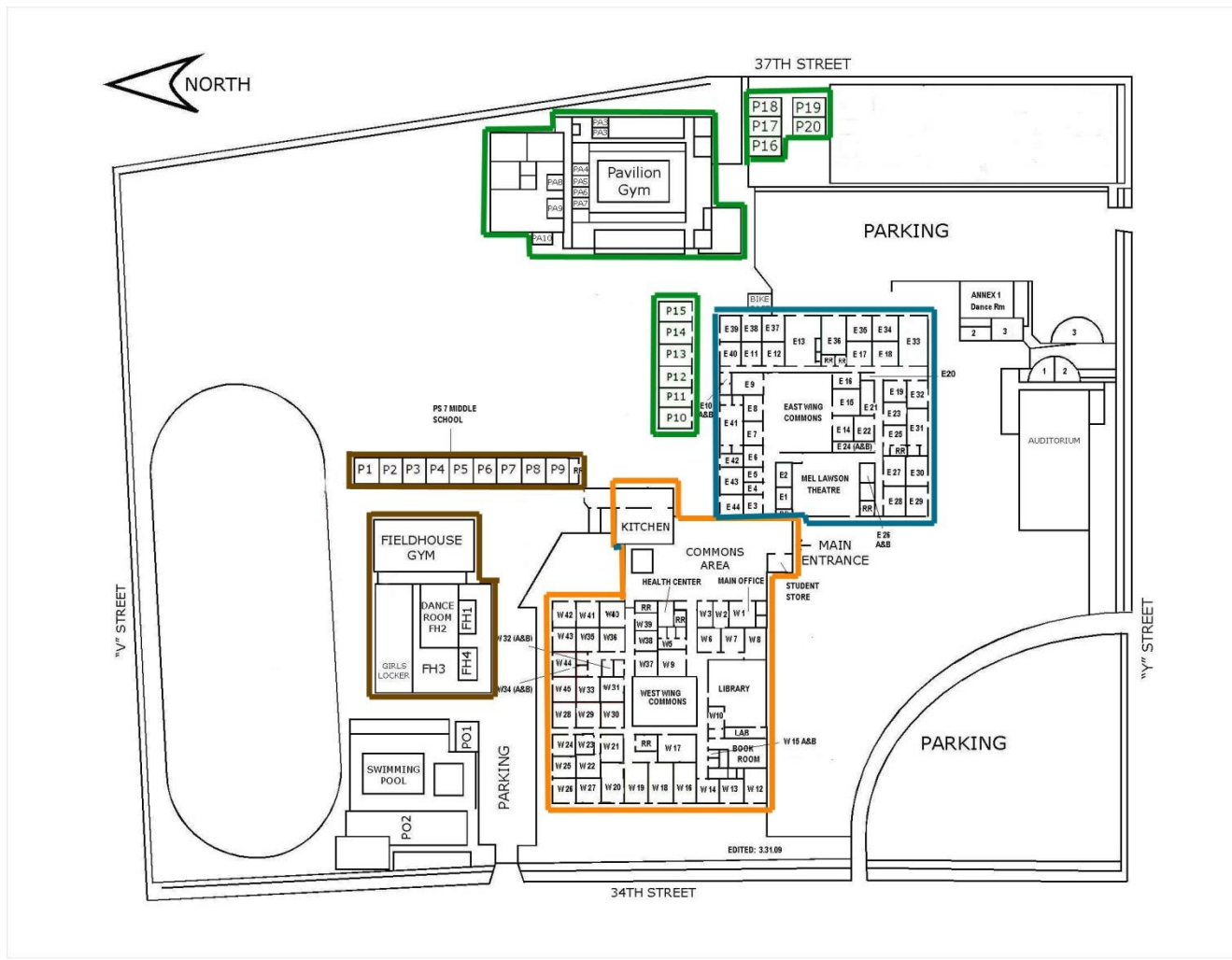
# Crisis Response Team Locations



## UTILITY SHUT-OFF MAP



## SEARCH AND RESCUE ZONES



### Designated Search Areas

Red Team	West classrooms, commons, kitchen, library, west courtyard
Blue Team	East classrooms, Theatre, east courtyard
Green Team	P10 - P20, Pavilion gym building, boys' locker room, training room, all PA rooms
Brown Team	P1 - P9, Pool, Fieldhouse gym, dance room, weight room, girls' locker room, rooms FH1, FH4
Pink Team	Auditorium, all AV and AN rooms

## **Appendix C**

### **Emergency Procedure Forms**

# **CELL PHONE AND 2-WAY RADIO DIRECTORY**

## **Cell Phone Directory**

<b><u>Faculty members name</u></b>	<b><u>Cell phone number</u></b>

## **2-Way Radio Directory**

In an emergency, radios should be distributed to the following locations:

### **Radio number**                      **Location (assigned to)**

1	EOC (administrator in charge)
2	Safety Director
3	First Aid Triage Team Leader
4	Security/Checkout Team Leader
5	Student Assembly Team Leader
6	Search and Rescue Team Leader
7	Search and Rescue Team member
8	Search and Rescue Team Member

# Sacramento High School

## Crisis Communication Log

**Location:**    ☐ **Command Center**  
                   ☐ **Search & Rescue**  
                   ☐ **Security/Checkout**

☐ **Triage/First Aid**  
☐ **Student Assembly**  
☐ **Liaison/PIO**

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	<b>Response:</b>
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	<b>Response:</b>
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	<b>Response:</b>
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	<b>Response:</b>
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

## **MEDIA PREP SCHOOL FACT SHEET**

**School Name:** Sacramento High School

**School Address:** 2315 34th Street

**City, State, Zip:** Sacramento, CA 95817

**Phone:** (916) 277-6200      Fax: (916) 277-6370

**School Website:** [www.sthope.org](http://www.sthope.org)

**Superintendent:**

**Media Spokesperson(s):**

**Operated by:** St. HOPE Public Schools

**(District, agency)**

**Contact:** Jim Scheible, Superintendent      ( 916 ) 277-6200  
Name      Telephone

**School facts:**

**Grades:** 6-12      **School type:** Coed, Charter School

**Enrollment:** \_\_\_\_\_ **# of faculty and staff:** \_\_\_\_\_

**Established:** \_\_\_\_\_

## MEDIA PREP ISSUE SHEET

ISSUE	RESPONSE
	<b>KEY MESSAGE:</b>  <b>SUPPORT:</b>  <b>ADMIT:</b>  <b>CONCLUSION:</b>
	<b>KEY MESSAGE:</b>  <b>SUPPORT:</b>  <b>ADMIT:</b>  <b>CONCLUSION:</b>
	<b>KEY MESSAGE:</b>  <b>SUPPORT:</b>  <b>ADMIT:</b>  <b>CONCLUSION:</b>
	<b>KEY MESSAGE:</b>  <b>SUPPORT:</b>  <b>ADMIT:</b>  <b>CONCLUSION:</b>



## **Educator's Crisis Key Messages**

1. There is nothing more important to a school administrator than keeping a child safe. We demonstrate that commitment with our hearts, words, and actions:
  - We partner with parents to create safe environments for children.
  - We are parents, too, and we reach out to children and parents alike when anything happens.
  - We are committed to expanded efforts to improve child safety.
2. We are deeply saddened when we learn of any tragedy that affects the life of a child. (children)
  - When a (rare incident), (national tragedy), (random act of violence) like this occurs we intensify our efforts to be ever vigilant.
  - We practice strong on-going due diligence.

### **Training:**

Child Abuse Prevention	Behavior Management
Child and Youth Development	Crisis Intervention
Grief Management	Emotional Support
Sensitivity Training	
Health, Security, and Safety Measures	

### **Supervision:**

Faculty and Staff Judgment	Boundaries
Appropriate Behaviors	Support Systems

### **School Administration:**

Health	Security
Crisis Procedures	Communication Plans
Evacuation Plans	Hiring Procedures

3. Such incidents only enhance our (school's, district's) commitment to work with faculty and staff to create an envelope of safety.
  - Our school is always looking for ways to improve and advocate for student safety.
  - (Catholic, Baptist, private school, other parent organization) educators have worked with parents for nearly 100 years to provide children and youth with a safe school environment where they can not only gain a sound academic background, but also develop positive self-esteem, and feel a sense of community.
  - (Our school or national organization) is actively participating in the national dialogue on child and youth safety issues.

## Annual Emergency Drill Planner

Month	Type of Drill	Team Emphasis	Notes
1 <sup>st</sup> week of school _____	Fire	All teams	<ul style="list-style-type: none"> <li>▪ Walk-through drill.</li> <li>▪ Pre-announced to all faculty and students.</li> <li>▪ Familiarize everyone with line-up locations, attendance procedures, evac routes, etc.</li> </ul>
September (2 wks later) _____	Fire Central Shelter	Attendance	<ul style="list-style-type: none"> <li>▪ No announcement.</li> <li>▪ From other than first period classes.</li> <li>▪ Time drill for evacuation.</li> <li>▪ Verify attendance reports with master absence list.</li> <li>▪ Verify teachers brought class rosters and emergency supplies to evac area.</li> <li>▪ TRANSITION from evac area to gym and assign locations for classes for Central Shelter.</li> </ul>
October _____	Earthquake	Search and Rescue	<ul style="list-style-type: none"> <li>▪ Conduct Drop, Cover and Hold drill.</li> <li>▪ Administrators sweep through classrooms, checking on proper position under desks.</li> <li>▪ AFTER – sound fire alarm, transition to evacuation area.</li> <li>▪ Search and Rescue teams do sweep of all rooms, verifying accuracy of maps, zones, key access to rooms, etc.</li> <li>▪ Pre-select “missing” students – hide in bathrooms, offices, etc.</li> </ul>
November _____	Fire	Community Liaison Public Information	<ul style="list-style-type: none"> <li>▪ Block a normal building exit with caution tape, requiring students to use an alternate exit path.</li> <li>▪ Simulate calling 911, posting liaison at gate to direct to emergency site.</li> <li>▪ Following the drill when students are back in class, rehearse media interview with spokesperson.</li> <li>▪ Prepare sample (TEST) message to parents re. an emergency event on campus and distribute through email or web site.</li> </ul>
December _____	Shelter in Place	Security/Checkout	<ul style="list-style-type: none"> <li>▪ Announce SHELTER IN PLACE.</li> <li>▪ Verify attendance, using phones to call into office.</li> <li>▪ Sound fire alarm and complete evacuation.</li> <li>▪ When assembled, review shelter in place procedures with students and faculty.</li> <li>▪ Follow-up meeting with security team to review lock-down procedures.</li> </ul>

January	CODE RED Intruder on campus	First Aid/Triage Security	<ul style="list-style-type: none"> <li>▪ Announce CODE RED and complete lock-down.</li> <li>▪ Pre-select and tag “injured” students.</li> <li>▪ Move through classrooms knocking on doors, trying to gain entry.</li> <li>▪ Transfer injured students to first aid center, track triage and treatment.</li> <li>▪ AFTER – sound fire alarm and evacuate to assembly area. Have students evacuate with hands on head, remove jackets, etc.</li> <li>▪ Review and critique CODE RED procedures.</li> </ul>
February	Bomb Threat Fire Drill	Office staff, Search and Rescue Security/Checkout Community Liaison Public Information	<ul style="list-style-type: none"> <li>▪ Administrator places call to receptionist, identifies self, explains this is a bomb threat drill.</li> <li>▪ Read bomb threat script, and follow procedures.</li> <li>▪ Evacuate per fire drill, search and rescue team completes search of campus to find previously placed “simulated explosive device.”</li> <li>▪ Following return to class, continue drill with Liaison and PIO, simulating call to police and preparation of media release statement.</li> <li>▪ Critique drill with all teams involved at lunch that day or later faculty meeting.</li> </ul>
March	Evacuate Site Simulated explosion in building	All teams	<ul style="list-style-type: none"> <li>▪ Announce DROP and COVER, explain over PA this is a simulated emergency response to an explosion in one of the school buildings.</li> <li>▪ Sound fire alarm and evacuate all buildings.</li> <li>▪ When assembled, explain that the simulation requires campus evacuation due to fire and related damage.</li> <li>▪ Proceed with evacuation to pre-selected off-campus site (park, etc.)</li> <li>▪ Take attendance prior to leaving, and again upon arrival at off-site area.</li> <li>▪ Critique drill when assembled at off-site area.</li> <li>▪ Note – you may want to serve a treat/snack or lunch when students gather at off-campus site.</li> <li>▪ Post-drill – review responsibilities with all teams.</li> </ul>



**Sacramento High School  
PS7 Middle School  
OPPA Middle School**

**Chain of Command List**

**2014 – 2015**

**Emergency Response Administrators in Charge**

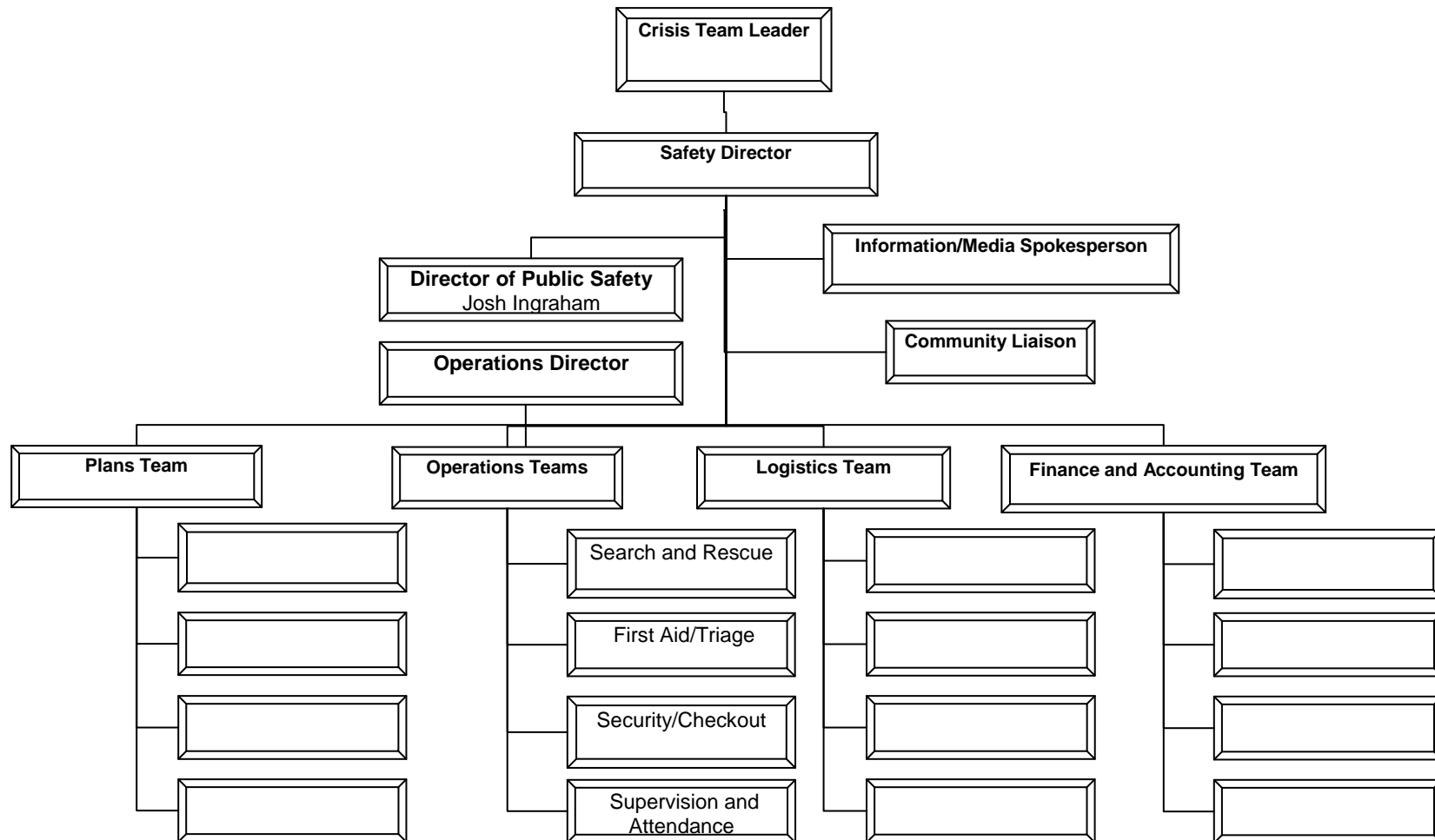
**Josh Ingraham**

**Jim Scheible**

**Annie Cervenka**

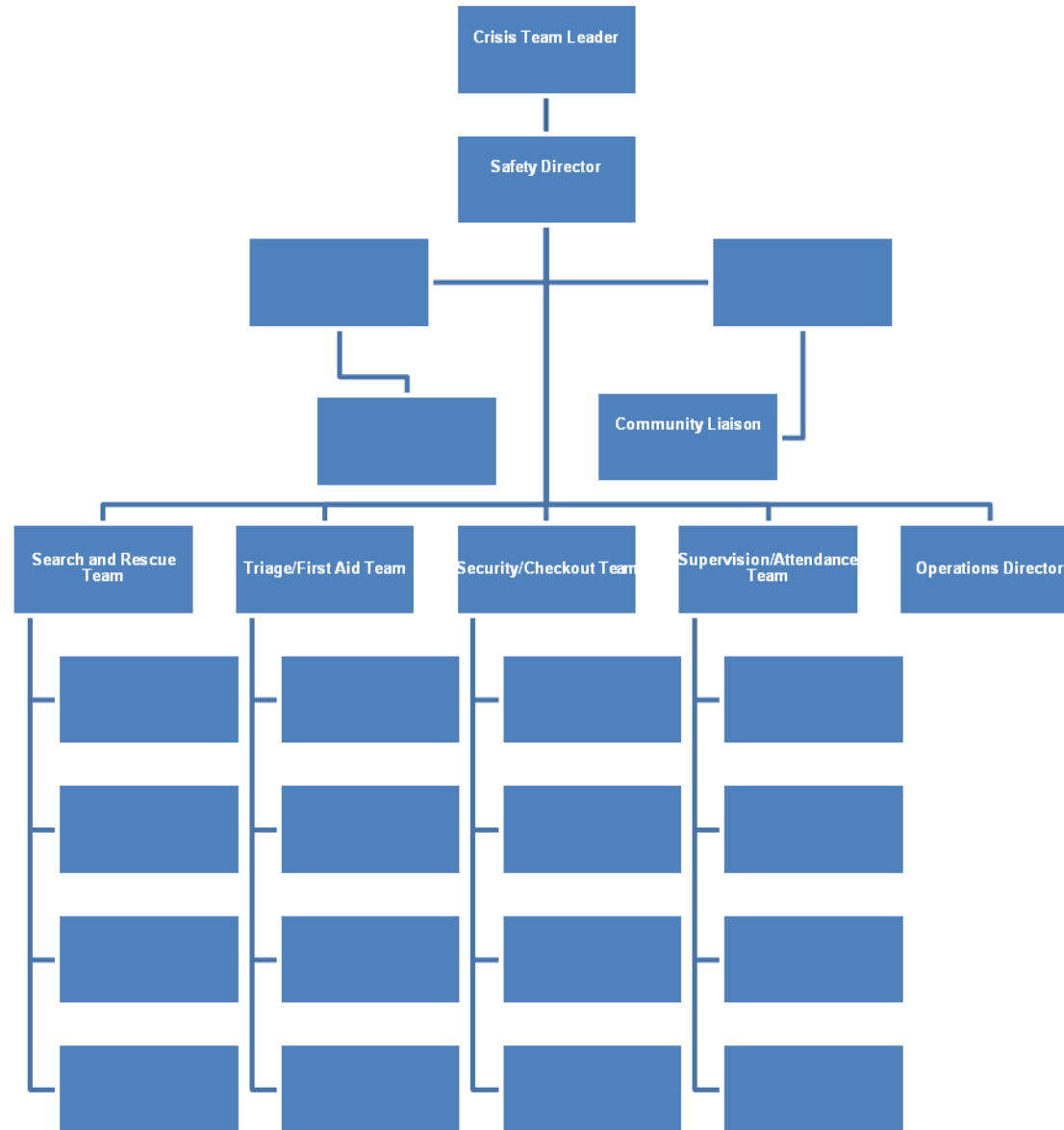
**Kari Wehrly**

**Sacramento High School**  
**Crisis Response Team Organization**  
**2014-2015 Assignments**



# Sacramento High School, PS7, & OPPA Middle School

## Operations Teams Organization



**Appendix D**  
**Additional Emergency Procedures**



## **Afterschool Procedures**

In the event an emergency situation occurs during after school program hours, the senior administrator in the school's chain of command or the senior teacher on campus will assume direction of the school's emergency response. This also applies during evening performances, athletic events and other activities taking place outside of normal school hours.

Due to the limited number of staff working after school and the large number of tasks to be accomplished in the emergency response plan, teachers and staff not working in the afterschool program should report to the volunteer check-in area for assignment as needed. In most cases, faculty will be assigned to student supervision to allow after-school staff to assist with search and rescue, first aid and triage, and other critical response areas.

### **Specific Procedures:**

1. All afterschool activity leaders will bring their groups to the designated indoor or outdoor emergency assembly area.
2. Students on campus will line up by homeroom in their regular after-school location. Teachers will create a list of the students in each class who are on campus.
3. After attendance reporting has been completed, classes and groups may be combined for supervision purposes.
4. Extended care staff and teachers remaining on campus will provide for the supervision of students and will fill other key roles in the school's emergency response plan.
5. Should it be necessary to shelter in place, all students remaining on campus will assemble in the multi-purpose room or rooms 7, 8, 9.
6. Staff should be assigned to prevent re-entry into the school buildings after evacuation.
7. Staff should be assigned to the parent reception/student checkout area.
8. An accurate list of students who are picked up must be maintained at all times. Time of pickup and the identity of the person picking up each student should be recorded.

# **PROCEDURE TO EVACUATE A SCHOOL SITE**

## **Evacuation of the Building:**

Students and staff should leave the building in an orderly fashion using the primary or alternate fire routes shown on p.65. These routes should be selected considering students with disabilities. The emergency packs and supplies should be brought out in the event of a real emergency. Students should line up by homeroom class in the designated emergency assembly areas, a safe location on the school campus away from the buildings and any emergency response equipment which may arrive at the school. Roll call should be taken and attendance reported to the Principal/designee.

## **Evacuation of the School Site (Leaving the Campus):**

**This action should be implemented if it not safe to remain on the school campus.** The students and staff should evacuate the building as above. Classes should proceed to the designated off-site evacuation area under teacher supervision. Attendance should be repeated upon arrival at the off-site location. Emergency supplies should be brought along.

## **To Evacuate by Walking:**

If it is safe to do so, students may be walked to evacuation sites nearby. Students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site. Attendance should be taken before leaving the campus and upon arrival at the safe site.

## **To Evacuate by Bus:**

Enough busses should be arranged to come to the school site to accommodate the entire student population and staff. Consideration should be given to keeping classes together to allow teachers to account for all students. **Take roll call before leaving the campus.** Bus drivers should take the safest route to the pre-identified evacuation sites. Dangers should be avoided such as driving though flooded roads, crossing bridges of swollen rivers, *etc.* Upon arrival at the safe site, students should exit the bus and roll should be taken again. Attendance should be reported to the Principal/designee. Students should remain quiet and seated while on the bus. Students should keep their head, hands, *etc.* away from the open windows.

## **To Evacuate by Other Vehicles:**

If busses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. Drivers should take the safest route to the pre-identified evacuation sites. Students should be accounted for before transportation occurs and after arrival at the safe site. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

Contributions from: the John Swett Elementary School and the St. Patrick's School Emergency Plans and the "Nuclear Power Plant Emergency Response Plan Guidelines for Private Schools within the Diablo Canyon Power Plant Emergency Planning Zone", San Luis Obispo Office of Emergency Services.

## **Appendix E**

### **Legal Requirements and References**

## **WHAT DOES THE LAW SAY?**

The following laws pertain to school safety and school earthquake preparedness. Check with your school or school district's legal counsel for the complete wording of the law.

- *California Constitution, Article I, Section 28(c)* guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.
- *Title 8, California General Industry Safety Orders, Section 3203* requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.
- *Labor Code, Section 6400* mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.
- *Education Code, Section 32001* mandates that every public, private or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public private or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection and alarm system, which may include, but is not required to include, a sprinkler system. The fire alarm signal shall be sounded at least once every calendar month at the elementary level, and at least four times every school year at the intermediate levels.
- *Education Code, Section 32001* also states that a fire drill shall be conducted at least once every calendar month at the elementary level and at least four times per every school year at the intermediate level. At the secondary level, a fire drill shall be held not less than twice every school year.
- *Education Code, Section 32020* states that the governing board of every school district, and the governing authority of every private school, which maintains any building used for the instruction or housing of school pupils on land entirely enclosed (except for building walls) by fences or wall, shall, through cooperation with the local law enforcement and fire protections agencies having jurisdiction of the area, make provision for the erection of gates in such fences or walls. The gates shall be of sufficient size to permit the entrance of ambulances, police equipment, and firefighting apparatus used by the law enforcement and fire protection agencies..
- *The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147-Community Colleges)*, enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.
- *The Private Schools Building Safety Act of 1986 (Education Code 39160)* requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

- *The "Katz Bill" (Education Code 35295, 35296, 35297)* requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system". Specifically, the code requires a school building disaster plan, periodic "DUCK-COVER-HOLD" drills, preparedness and mitigation measures, and educational and training programs for students and staff.
- *Education Code 40041.5, 40042 (part of the "Katz Bill")* requires that public schools be prepared to serve as public shelters for the community during disasters or emergencies.
- *Government Code, Section 3100* specifies that whenever there is a "State of Emergency" declared by the Governor, public employees can be declared "disaster service workers". "Public employees" applies to all persons employed by the State, County, City, City and County, or Public District.
- *Title 24, California Code of Regulations* prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Non-structural elements include anything which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.
- *Title 22, Chapter 1, Article 3, Section 101174, California Code of Regulations*, specifies that each childcare licensee shall have and maintain on file a current, written disaster and mass casualty plan of action.

The law section of this document is from the "Earthquake Preparedness Policy: Considerations for School Governing Boards".

## **REFERENCES**

"Earthquake Preparedness Policy: Considerations for School Governing Boards", a document from Janet Grenslitt, Contra Costa County Office of Emergency Services.

"Nuclear Power Plant Emergency Response Plan Guidelines for Private Schools within the Diablo Canyon Power Plant Emergency Planning Zone", San Luis Obispo County Office of Emergency Services.

"Official Report of the Northridge Earthquake", by the Task Force on Education, August 17, 1994. Authorized by the Senate Select Committee on the Northridge Earthquake, Senator David Roberti, Chair. For a copy contact: Senate Publications, 1020 N Street, Room B-53, Sacramento, CA 95814 (916) 327-2155 (use stock number 777-S when ordering).

Rodeo/Hercules Fire Protection District, 1680 Refugio Valley Rd., Hercules, CA 94547.

School or District Emergency Plans referenced: John Swett Elementary School Emergency Plan, John Swett Unified School District Emergency Plan, Lafayette School District Emergency Plan, Moraga School District Emergency Plan, Mt. Diablo Unified School District Emergency Preparedness Manual, Orinda Union School District Emergency Plan, San Ramon Valley Unified School District Emergency Plan, St. Patrick's School Emergency Plan, St. Paul School Emergency Plan, Walnut Creek School District Emergency Plan, and the West Contra Costa Unified School District Emergency Plan, *The Center for Early Education*.

"The ABCs of Post-Earthquake Evacuation, A Checklist for School Administrators and Faculty", published by the Governor's Office of Emergency Services. For more information contact the OES Coastal Region 1300 Clay Street, 4th Floor, Oakland, CA 94612, (510)286-0858

## FACILITIES USE AGREEMENT

This Facilities Use Agreement ("Agreement") is made by and between Sacramento City Unified School District ("District") and St. HOPE Public Schools, a California non-profit public benefit corporation ("Non-Profit"), which operates Sacramento Charter High School, Public School No. 7, and Oak Park Preparatory School, charter schools (Singularly or collectively, the "Charter Schools"). The Non-Profit and District are collectively referred to as the "Parties."

### RECITALS

- A. WHEREAS, the District and its charter schools are partners in the public education of students and it is the District's intent to ensure that its facilities are shared equally with all of its students, including those students who attend its charter schools housed in District facilities.
- B. WHEREAS, District is the owner of certain real property located at 5201 Strawberry Lane and 2315 34th Street, Sacramento, California ("Sites").
- C. WHEREAS, the Charter Schools are charter schools duly formed and approved by the District under the laws of the Charter Schools Act of 1992 (Education Code §§ 47600, *et seq.*) PS7 serves students in grades Kindergarten through 8th grade in the 2012-2013 to 2016-2017 school years; Oak Park Preparatory School serves students in 7th through 8th grade in the 2012-2013 to 2014-2015 school years; and, Sacramento Charter High School serves grades 9th through 12th in the 2012-2013 to 2016-2017 school years.
- D. WHEREAS, the Charter Schools desire to use certain District facilities located on the Sites for its public charter school programs.
- E. WHEREAS, the Parties intend this Agreement to satisfy their obligations for the 2012-2013 to 2016-2017 school years, under Education Code Section 47614 and Title 5 of the California Code of Regulations Section 11969, *et seq.*, adopted by the State Board of Education ("Proposition 39"), which among other things require a written agreement regarding the allocation of facilities.

### AGREEMENT

NOW THEREFORE, in consideration of the covenants and conditions of this Agreement, the Parties hereby agree as follows. All obligations imposed hereby on the Charter Schools are equally imposed on the Non-Profit.

#### 1. Recitals.

The recitals set forth above are incorporated herein and made part of this Agreement.

## 2. Facilities.

Use of the Facilities shall be for the purposes set forth in the Charter Schools' charter, and on the terms and conditions set forth herein. The Charter Schools shall not have exclusive use of the Sites. The District grants use to the Non-Profit of the facilities located at the 34th Street Site, as identified in Exhibits A and B attached to this Agreement and incorporated herein by reference, and the facilities at the Strawberry Lane Site (Collectively, "Facilities") under the terms and conditions set forth in this Agreement. In regard to the housing of PS7, the Facilities at the 5201 Strawberry Lane Site are designated for grades K-5. The Facilities at the 2315 34th Street Site are designated for PS7's grades 6-8. Charter Schools use of the Facilities shall be made available for the entire calendar year through the Term of this Agreement.

Notwithstanding the above, the District specifically reserves the right to have exclusive access to, and exclusive use of, Rooms P16-P20 and E33-E39 ("Co-location Space") at the 34th Street Site (as reflected in Exhibit B) including but not limited to placement of another educational program ("co-location"). Should the District choose to use some or all of the Co-location Space at the 34th Street Site, the District will also have shared access and use of the following areas of this Site (as reflected in Exhibit B): Annex 1, 2 and 3; the Auditorium building (including Auditorium classrooms 1, 2 and 3); the Mel Lawson Theater; the pool house, the field house and locker rooms; the pavilion gym building and locker rooms; a reasonable number of parking spaces; and a reasonable number of faculty and student rest rooms located in the east wing of the building ("Shared Use Areas"). The District's right to co-locate is limited to the Co-location Space and Shared Use Areas above.

As of August 1, 2012, the pool house and Auditorium building (including Auditorium classrooms 1, 2 and 3) are not available for use by the Charter Schools. Therefore, the Charter Schools will not be charged a fee for the pool house and Auditorium building (including Auditorium classrooms 1, 2 and 3) until these areas do become available for use by the Charter Schools. When and if the pool house and Auditorium building become available, the Charter Schools will have the option of using the pool house and Auditorium building or any subpart thereof, and will only be charged a fee should they choose to do so. The Charter School must provide the District with Sixty (60) days written notice if it will use the pool house and/or Auditorium building.

The District shall give written notice to the Non-Profit of the District's use of the Co-location Space or Shared Use Areas ("Notice of Use") at least sixty (60) days before it will begin such use.

For scheduling purposes related to the Shared Use Areas, the District will meet and confer with the Non-Profit, as follows:

- a. An initial scheduling meeting will occur within ten (10) days of the Notice of Use. At the initial scheduling meeting, the Parties will submit and discuss tentative schedules of use of the Shared Use Areas.



b. A master scheduling meeting ("Master Scheduling Meeting") shall occur no later than thirty (30) days prior to the District's use of the Co-location Space or Shared Use Areas. At the Master Scheduling Meeting, the Parties shall agree upon a master schedule. The Master Scheduling Meeting will consist of the Charter Schools' Superintendent designee of the schools, and the District's Chief Accountability Officer or his/her designee. The agreed-upon master schedule will supersede any previously developed schedules.

c. When creating the tentative and master schedules, (i) the Charter Schools will receive priority for regular use of the Shared Use Areas of the field house and locker rooms and the pavilion gym building and locker rooms, but the District would have use for no less than 2 hours per day between 8 a.m. and 3 p.m.; and (ii) the District will receive priority for regular use of the Shared Use Areas of the Annex 1, 2 and 3, the Auditorium building (including Auditorium classrooms 1, 2 and 3), and the Mel Lawson Theater, but the Charter Schools, collectively, would have use for no less than 2 hours per day between 8 a.m. and 3 p.m.. Any remaining time for these Shared Use Areas will be available for third-party use consistent with the District's procedures and policies.

d. To the extent that there are times when the Shared Use Areas are not scheduled for use by either party, the Shared Use Areas will be made available on a first-come, first-serve basis from the time a request is submitted. Requests for use of the Shared Use Areas will be submitted by a party in writing to the other party and shall designate the time, date, number of hours, number of participants and type of use of the Shared Use Areas. No requests shall be made more than sixty (60) days in advance. The District shall confirm that the requested use is approved in a timely manner. Under mutual consent, the Parties will re-open the master calendar for any scheduling exceptions that may occur.

3. Term.

The term of this Agreement shall be from July 1, 2012 to June 30, 2017 ("Term"), unless earlier terminated as provided herein.

4. Facilities Use Fee.

Each and every school year, Non-Profit shall pay District a Facilities Use Fee. Facilities Use Fees shall be paid out in equal installments each month throughout the respective school year within the Term. Beginning on July 1, 2012, payments shall be payable on or in advance on the first day of each month ("Due Date") in lawful money of the United States.

The calculation for the 2012-2013 school year, and terms of Facilities Use Fee payments, are further described with more particularity in Exhibit C, attached hereto and incorporated herein. These fees will be calculated and adjusted annually by the District.

The Facility Use Fee shall be based on a pro rata cost estimate per square foot for the Facilities provided. The dollar amount to be paid by Non-Profit, per square foot, for use of the Facilities during the Term will be calculated by the District pursuant to Title 5, California Code of Regulations, section 11969.7. To calculate the fee, the District must determine actual facilities costs and total space figures in the year preceding the fiscal year in which facilities are provided. Such amounts may only become available to the District after each fiscal year ends. Therefore, within ninety (90) days of the beginning of each fiscal year, or as soon as the actual facilities costs and total space figures for the prior fiscal year become available, whichever is later, the District shall provide notice to the Non-Profit of any amended Facilities Use Fee calculations based on the actual data for the prior fiscal year. Amounts owed to or by the Non-Profit due to this calculation will be credited or added to subsequent remaining monthly installment payments of the Facilities Use Fees.

If any payment is made more than fifteen (15) days after the Due Date, a late fee of one percent (1%) shall apply and interest shall accrue thereafter on such late payment commencing thirty (30) days after the Due Date, provided however that no interest shall accrue on said late fee. The interest charged shall be computed at the then-current discount rate established by the Federal Reserve Bank of San Francisco plus five percent (5%), or the maximum rate permitted by law. The payment by Non-Profit of any late fees or interest shall in no event excuse or cure any default by Non-Profit nor waive District's legal rights and remedies with respect to such default.

The Parties agree that the Facilities Use Fee is in lieu of Non-Profit paying a pro rata share for in-district students and any actual costs for out-of-district students.

5. [Not used.]

6. Dispute Resolution.

The Parties agree to attempt to resolve all disputes regarding this Agreement, including the alleged violation, misinterpretation, or misapplication of the Agreement and/or a schedule conflict for Shared Use Areas, pursuant to the dispute resolution procedures identified in the Charter Schools' charter.

7. Use.

a. Public Charter School. The Facilities shall be used and occupied by the Charter Schools for the sole purpose of operating a California public charter school and for no other purpose without the prior written consent of the District. The Charter Schools' enrollment must not exceed the safe and legal limit for the classroom space it occupies.

b. Insurance Risk. The District shall maintain first party property insurance for the Facilities. The Charter Schools shall not do or permit anything to be done in or about the Facilities nor bring or keep anything therein which will in any way increase the existing insurance rate or affect any fire or other insurance upon the Facilities, or any of the

contents of the Facilities (unless the District gives its prior approval and the Non-Profit pays any increased premium as a result of such use or acts), or cause a cancellation of any insurance policy covering the Facilities or any part thereof or any of its contents, nor shall the Charter Schools sell or permit to be kept, used, or sold in or about the Facilities any articles which may be prohibited by a standard form policy of fire insurance. The Charter Schools shall provide adequate and appropriate supervision for Charter School students and employees using the Facilities.

c. Rights of the District. The Charter Schools shall not do or permit anything to be done in or about the Facilities that will in any way obstruct or interfere with the rights of the District or injure the District, or use or allow the Facilities to be used for any unlawful purpose, nor shall the Charter Schools cause, maintain or permit any nuisance in or about the Facilities. The Charter Schools shall not commit or suffer to be committed any waste in or upon the Facilities.

d. Illegal Uses. The Charter Schools shall not use the Facilities or permit anything to be done in or about the Facilities that will in any way conflict with any applicable law, statute, ordinance or governmental rule, or regulation. The Charter Schools agree to comply with their respective charters as they relate to District Facilities.

e. Security Badges. The Charter Schools will provide identification cards to its staff. The identification cards will be pictured with school name, logo, staff names, and titles. In the event a Co-location with a District program occurs, both the Charter Schools' staff and District staff shall carry said cards at all times that they are at the Site.

f. Civic Center Act. The Charter Schools agree to comply with the provisions of the Civic Center Act (Education Code Section 38131, *et seq.*) in making use of the Facilities accessible to members of the community. The Parties understand that the Facilities are to be primarily used for school programs and activities and as such any use of the Facilities by members of the community shall not interfere with school activities at any time. District Board Policy and Administrative Regulations related to the Civic Center Act shall control scheduling, use and collection of fees related to use of the Facilities by members of the public. Consistent with that policy and the regulations, the District shall be solely responsible for coordinating access to the Facilities under the Civic Center Act and shall require users to provide appropriate proof of insurance related to use of the Facilities and to indemnify and hold harmless the District and Charter Schools for injury, risk of loss, or damage to property as a result of that access by members of the community. The District agrees to promptly clean and repair, if necessary, any portion of the Facilities used by members of the community immediately following such use. All requests for use of the Facilities made directly to the Charter Schools shall be forwarded to the District for coordination of use consistent with Board Policy and Administrative Regulations.

g. Alarms. The Charter Schools shall have access to activate burglar alarms and intruder alerts corresponding to the Facilities provided at the Site. The Charter Schools agree that in the event that any of Charter Schools' employees, directors, trustees, officers, agents,

students, visitors, or contractors, trigger a false alarm at the Site, the Charter Schools shall be responsible for costs incurred.

8. Furnishings and Equipment.

The furnishings and equipment to be provided by the District for the Facilities are those furnishings and equipment that exist at the Facilities as of July 1, 2012. Said furnishings and equipment will be provided pursuant to Education Code section 47614(b), and Title 5, California Code of Regulations, section 11969.2. The Non-Profit is responsible for any furnishings and equipment over and above those provided by the District, except the District shall be responsible for providing Charter Schools additional furnishings and equipment, consistent with the District's policies, that are reasonably equivalent to meet the increase in in-District ADA, when it occurs, throughout the term of this Agreement.

The Non-Profit shall return all such furniture, fixtures and equipment to the District in like condition at the termination of this Agreement, excepting ordinary wear and tear. Upon return of the furniture, fixtures, and equipment, the District will inspect said items within sixty (60) calendar days. The Non-Profit shall be responsible for costs to repair or replace furniture, fixtures, and equipment to like condition, excepting ordinary wear and tear. All furniture, fixtures, and equipment that are not the property of the District or are not otherwise reimbursed by the District shall remain the property and under the ownership of Non-Profit and shall be disposed of according to the provisions of the approved Charter petitions.

9. Utilities.

District agrees to furnish or cause to be furnished to the Facilities necessary utilities. Utilities include, but are not limited to, electrical, natural gas, sewer, waste disposal/recycling and water services. Due to cost containment efforts by the District, the number of bins associated with the Site(s) and the number of removals per week shall only increase during the Term proportionally based on an increase in ADA. The District's failure to furnish or cause to be furnished necessary utilities when such failure is caused by (i) Acts of God or other acts beyond the control or fault of the District; (ii) strikes, lockouts, or other labor disturbances or labor disputes of any kind; (iii) any laws, rules, orders, ordinances, directions, regulations, requirements, or any other action by federal, state, county or municipal authority; (iv) inability despite the exercise of reasonable diligence by the District to obtain electricity, water, or fuel; or (v) any other unavoidable delay, shall not cause the District to be in default and shall not result in any liability of the District.

The Non-Profit shall reimburse the District for the cost of utilities at the Sites, as charged to the District by its utility providers, pro-rated to reflect use by other users of the Sites. Thirty (30) days prior to the commencement of the 2012-2013 school year, and every subsequent school year during the Term of this Agreement, the District shall endeavor to notify the Non-Profit of its estimated monthly charge for utilities. The Non-Profit shall pay such charge to the District throughout the Term on a monthly basis concurrent with

the Non-Profit payment of the Facilities Use Fee to the District pursuant to Section 4 of this Agreement. Within one hundred twenty (120) days after the expiration of each school year, or earlier termination of this Agreement, the District shall provide the Non-Profit with a reconciliation of the Non-Profit's actual utility usage throughout the Term and the cost thereof. The District shall either refund the Non-Profit for any overpayment or shall invoice the Non-Profit for any underpayment. The Non-Profit shall reimburse the District for such underpayment, if any, within thirty (30) days after receipt of said invoice.

The Charter Schools shall comply with all District energy conservation policies in regard to use of the Facilities, as amended from time to time, including, but not limited to, Board Policy 3511 and the District's Energy Education program.

10. Proposition 39/Conditions Reasonably Equivalent.

a. Non-Profit acknowledges by execution of the Agreement that the Facilities provided by the Agreement are "reasonably equivalent," as that term is defined by Proposition 39. Non-Profit agrees that upon execution of this Agreement, all obligations of the District to the Non-Profit and Charter Schools under Proposition 39 have been satisfied for the Term of the Agreement.

b. Non-Profit acknowledges and agrees that neither the District nor any of its agents have made, and the District hereby disclaims any representations or warranties, express or implied, concerning the premises, the physical or environmental condition of the premises or any other property beneath, adjacent to, or otherwise related to the premises.

11. Custodial Services.

Custodial services shall be provided by the District pursuant to the terms and conditions as defined in Exhibit D.

12. Signage.

The Charter Schools shall be allowed to place signage on the exterior of the Facilities. The District will keep its own signage exhibited at the Site, identifying the school as operated or formerly operated by the District. The District shall have final approval over the design, content and location of the Charter Schools' signage, but shall not unreasonably deny such design, content or location. The Charter Schools must remove the signage upon termination of this Agreement. The Charter Schools must restore the Facilities, following removal of the signage, to the condition existing prior to installation of the signage to District's reasonable satisfaction. All such signage shall be subject to compliance with all applicable laws at Non-Profit's sole cost.

13. Maintenance and Repairs.

a. The District shall maintain the Facilities, furnishings and equipment, in good order, condition, and repair. The Non-Profit will reimburse the District for the costs, including

time, labor and materials, to maintain the Facilities in good order, condition and repair. Said costs to the Non-Profit will be the sum total of: 1) The Facilities Use Fee of Section 4 of the Agreement; 2) the costs of custodial services per Section 11 and Exhibit D of the Agreement; and 3) the actual costs, including salary, benefits and payroll taxes, of the equivalent of one full time (1.0 FTE) District-employed Plant Manager (SPOM III) assigned to the Sites for all 12 months of the year. The District will invoice the Non-Profit quarterly for these actual costs of the District employed custodian and Plant Manager assigned to the Site. The Non-Profit will pay said invoice within thirty (30) days of receipt.

b. The Charter Schools will provide reasonable workspace for the Plant Manager assigned to the Sites.

c. The District will be responsible for any modifications necessary to maintain the Facility in accordance with Education Code sections 47610, subd.(d) or 47610.5. District shall be responsible for the major maintenance of the facilities used by Charter Schools. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582.

d. The District shall be responsible for providing the wiring / MIS infrastructure and maintaining it in its condition as of July 1, 2012. Any upgrades or improvements to the wiring / MIS infrastructure shall be the responsibility of the Charter Schools, in compliance with Section 14 ("Alterations and Additions"). The Charter Schools are responsible for the cost of internet services provided at the commercial rate.

e. Upon the expiration or earlier termination of this Agreement, the Charter Schools shall surrender the Facilities and furnishings and equipment in the same condition as received, ordinary wear and tear excepted.

14. Alterations and Additions.

The Charter Schools shall only make alterations, additions, or improvements ("Improvements") to the Facilities after obtaining the prior written consent of the District's Superintendent or his designee, which shall not be unreasonably withheld. Any Improvements to the Facilities made by the Charter Schools shall be paid for by the Charter Schools, and shall be contracted for and performed in accordance with federal, state and local law, and all applicable building code standards, including without limitation Title 24 of the California Code of Regulations, the Field Act, Americans with Disabilities Act and the Fair Employment and Housing Act and all applicable District policies relating to facilities construction (the "Construction Standards"). The District Superintendent or his designee will identify persons with whom the Charter Schools can communicate to seek information regarding District policies and to obtain consent for Improvements.

The District may impose, as a condition to the aforesaid consent, such requirements as the District may deem necessary in its sole discretion, including without limitation, the manner in which the work is done, a right of approval of the contractor by whom the work is to be performed, and the times during which it is to be accomplished.

Should the Charter Schools fail to obtain the prior written consent of the District's Superintendent or his designee for Improvements, the Charter Schools shall, upon written request by the District, immediately cease making Improvements until such written consent is obtained, and the Charter Schools shall bear any costs, expenses and liabilities associated with the work stoppage.

Should the Charter Schools fail to contract and perform the Improvements in accordance with the Construction Standards or fail to adhere to the conditions to the District's consent as described above, the District may, at its sole option, direct that the Charter Schools immediately cease making such Improvements, and the District may alter, repair, or improve the Facilities pursuant to paragraph 15 hereunder, to bring the Facilities into compliance with the Construction Standards and/or the conditions to the District's consent, and Charter Schools shall be responsible for all such costs and expenses incurred by the District for such alterations, repairs or improvements. No Improvement shall reduce or otherwise impair the value of the Facilities. No Improvements shall be commenced until Charter Schools have first obtained and paid for all required permits and authorizations of all governmental authorities having jurisdiction with respect to such Improvements. All Improvements shall be made in a good workmanlike manner and in compliance with all laws, ordinances, regulations, codes and permits.

Upon written reasonable request of the District prior to the expiration or earlier termination of the Agreement, Charter Schools will remove any and all improvements to the Facilities, at its own cost, that can be done without damage to the Facilities. In the event of charter termination or closure of one or more of Charter Schools, all property shall be disposed of in accordance with the provision of the approved individual Charter School's petition. Unless the Parties agree otherwise in writing on an item by item basis, Charter Schools maintains their ownership rights in any alterations, additions or improvements and may be allowed to remove at termination of this Agreement and restore the Facilities to the condition existing prior to alteration, addition or improvement. Notwithstanding the foregoing, any addition to the Facilities that the Charter Schools do not remove prior to vacating the Facilities, shall vest in the District.

15. Entry by District.

The District may enter the facility at any time to inspect the Facilities, to supply any service to be provided by the District to the Charter Schools hereunder and to alter, improve or repair the Facilities, or in the case of an emergency, consistent with Education Code Section 47607(a)(1).

The District may erect scaffolding and other necessary structures where reasonably required by the character of the work to be performed so long as the Charter Schools'

operations do not suffer unreasonable interference. The District agrees to use its best efforts at all times to keep any interference to the academic programs at Charter Schools to a minimum. The Charter Schools waive any claim for damages for any inconvenience to or interference with the Charter Schools' business, any loss or use of quiet enjoyment of the Facilities related to District's entry for the purposes identified in this Section.

16. Employees, Contractors and Independent Contractors.

The Charter Schools and the District, their employees, agents, contractors and subcontractors shall comply with the requirements of Education Code Sections 45125.1 and 45125.2 related to access to the Facilities and protection of minor students.

17. Indemnity.

The Charter Schools, individually and collectively, shall indemnify, hold harmless, and defend the District, its Board of Trustees, the members of its Board of Trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liabilities, expenses and costs for any injury, death or damage to any person or property arising from the Charter Schools' use of the Facilities, excepting those claims, demands, actions, suits, losses, liabilities, expenses and costs arising from the negligent or intentional acts of the District, its employees, agents, officers and invitees.

The Charter Schools shall further indemnify, hold harmless, and defend the District, its Board of Trustees, the members of its Board of Trustees, officers, employees and agents against and from any and all claims arising from any breach or default in the performance of any obligation on the individual or collective Charter Schools' part to be performed under the terms of this Agreement, and from all costs, attorneys' fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding brought thereon.

The District shall indemnify, hold harmless, and defend the Charter Schools, their trustees, officers, and agents against and from any and all claims, demands, actions, suits, losses, liabilities, expenses and costs for any injury, death or damage to any person or property arising from the District's conduct of business at the Facilities, excepting those claims, demands, actions, suits, losses, liabilities, expenses and costs arising from the negligent or intentional acts of the Charter Schools, their employees, agents, officers and invitees.

The District shall further indemnify, hold harmless, and defend the Charter Schools against and from any and all claims arising from any breach or default in the performance of any obligation on the District's part to be performed under the terms of this Agreement, and from all costs, attorneys' fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding brought thereon.

Upon becoming aware of any casualty or accident in or on the Facilities, each Party to this Agreement shall give prompt written notice thereof to the other Party.



In the event of a third party claim or potential claim covered by these provisions, the Parties agree to take all steps reasonable or necessary to cooperate in defending and protecting their joint interests, and in expediting all reasonable or necessary efforts to gain coverage for the Parties under any liability policy or indemnity agreement issued in favor of the Non-Profit, including indemnity rights or agreements existing in contracts between the Non-Profit and any third party (such as contract with a supplier of goods or services), and further including efforts to reduce defense costs (through joint representation whenever possible), expenses and potential liability exposures.

18. Insurance.

The Charter Schools shall comply with insurance provisions contained within its charter and any Memoranda Of Understanding between the Parties.

19. Damage to or Destruction of School Site.

a. Cost. The cost of restoring the Facilities under this Section shall be borne by the Non-Profit if the cause of the casualty is the negligence or intentional act of one or more of the Charter Schools, its employees, agents, students or invitees. The cost of restoring the Facilities under this Section shall be borne by the District if the cause of the casualty is the negligence or intentional act of the District, its employees, agents, or invitees. The Parties shall tender the cost of restoring the Facilities to their respective insurance carriers if the casualty is caused by a third party.

b. Partial Damage – Insured. If the Facilities are damaged by any casualty which is covered under fire and extended coverage insurance carried by District, then District may restore such damage provided insurance proceeds are available to pay eighty percent (80%) or more of the cost of restoration and provided such restoration can be completed within ninety (90) days after the commencement of the work in the opinion of a registered architect or engineer appointed by District. In such event this Agreement shall continue in full force and effect, except that Charter Schools shall be entitled to proportionate reduction of use payments while such restoration takes place, such proportionate reduction to be based upon the extent to which the restoration efforts interfere with Charter Schools' business in the Facilities. The District shall provide the Charter Schools alternative space in the District for any part of the respective Charter Schools' program that is displaced by the partial damage and/or the repair work of the same. If one or more of the effected Charter Schools secure alternative space then there shall be no diminution in the use payments during the period of the restoration.

c. Total Destruction. If the Facilities are totally destroyed (defined as the destruction of more than fifty percent (50%) of the usable classroom space) or the Facilities cannot be restored as required herein under applicable laws and regulations, notwithstanding the availability of insurance proceeds, then this Agreement shall be terminated effective the date of the damage. Immediately upon the effective date of the damage, the District must provide a reasonably equivalent school facility to the effected Charter Schools as soon as

reasonable so as to avoid any interruption in the educational program of the effected Charter Schools.

20. Liens.

Non-Profit shall keep the Facilities free from any liens arising out of any work performed, materials furnished or obligations incurred by or on behalf of Non-Profit. Notwithstanding anything stated herein to the contrary, if the Non-Profit fails to promptly release and remove any such lien, District, at its sole option, may immediately (but shall not be obligated to) take all action necessary to release and remove such lien, without any duty to investigate the validity thereof, and all sums, costs and expenses, including reasonable attorneys' fees and costs, incurred by District in connection with such lien shall be immediately due and payable by Non-Profit.

21. Holding Over.

Non-Profit shall not remain in possession of the Facilities or any part thereof after the expiration of this Agreement or after termination thereof without the express written consent of District. Notwithstanding the foregoing, if the Non-Profit holds over, the Non-Profit shall pay the monthly Facilities Use Fee plus all other charges payable required by this Agreement. Any holdover by Non-Profit requires the Non-Profit and the Charter Schools to comply with all terms of this Agreement. A holdover by the Charter School shall not trigger any additional term. The District shall have the right to remove the Charter Schools at any time after the expiration of the Term or termination of this Agreement.

22. Assignment and Subletting.

The Non-Profit may not assign its rights under this Agreement or sublet any portion of the Facilities without the prior written consent of the District.

23. Rules, Regulations and Law.

The Charter Schools and the Charter Schools' agents, employees, students, visitors and invitees shall observe and comply fully and faithfully with all reasonable and nondiscriminatory policies, rules, and regulations adopted by the District for the care, protection, cleanliness, and operation of the Facilities, and the Facilities' furnishings and equipment, and shall comply with all applicable laws. The District will provide the Non-Profit with copies of the relevant written custodial and maintenance policies. The District will provide any such written policies that are amended during the term of the Agreement.

24. Smoking.

Smoking or the consumption of alcohol in any form shall not be allowed in or on District property and Facilities, including but not limited to all courtyards, walkways, and parking

areas.

25. Default by Non-Profit.

The occurrence of any one or more of the following events shall constitute a default and material breach of this Agreement by Non-Profit:

- a. The failure by Non-Profit to utilize the Facilities for the sole purpose of operating the Charter Schools.
- b. The failure by Non-Profit to make timely payments required under this Agreement.
- c. The failure by Non-Profit to observe or perform any of the material express covenants, conditions or provisions of this Agreement.
- d. The revocation or non-renewal of one or more of the Charter School' charters. Notwithstanding the foregoing, this Agreement shall not be terminated pursuant to this provision provided that the Charter School continues to operate in accordance with the terms of this Agreement and is diligently pursuing a statutory appeal of the revocation or nonrenewal of its charter. In the event of any material default or breach by Non-Profit, District may, but shall not be obligated to, terminate this Agreement and Non-Profit's right to possession of the Facilities upon thirty (30) days written notice thereof to the Non-Profit if the default is not cured within the thirty (30) day period. If the nature of the default is such that the same cannot reasonably be cured within said thirty (30) day period, the Non-Profit shall not be in default if Non-Profit shall within such thirty (30) day period commence such cure and thereafter, diligently prosecute the same to completion. In no event shall such period to cure exceed sixty (60) days.

In the instance of a default pursuant to part (d) of this provision, the District may impose the following remedy: The specific Facilities allocated to the respective charter school(s) that has been revoked or not renewed shall revert back to District possession and use. Upon termination, District shall retain the right to recover from Non-Profit, without limitation, any amounts due under this Agreement or applicable law. Unpaid Facilities Use Fees shall bear interest from the date due at the maximum legal rate. In the event of termination by the District by reason of Non-Profit default or breach of this Agreement, the District shall not be obligated to provide facilities to the Charter Schools pursuant to Proposition 39 for the remainder of that school year.

26. Default by District.

District shall be in default of this Agreement if District fails to perform any material obligation required by this Agreement. In the event of any default by District, Charter School may perform the action that is the obligation of the District and invoice the District for the reasonable costs thereof. Prior to taking such action, the Non-Profit must provide thirty (30) days written notice thereof to the District if the District has failed to cure the default within thirty (30) days, unless the nature of the default is such that the

same cannot reasonably be cured within said thirty (30) day period, in which event District shall not be in default (and Charter School may not terminate this Agreement) if District commences to cure such default within such thirty (30) day period and thereafter, diligently prosecutes the same to completion.

27. Miscellaneous.

a. Waiver. The waiver by either Party of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of any charge hereunder by District or payment of any charge by Non-Profit shall not be deemed to be a waiver of any preceding default by Non-Profit or District of any term, covenant or condition of this Agreement, other than the failure of the Non-Profit to pay the particular charge so accepted, regardless of District's knowledge of such preceding default at the time of the acceptance of such charge.

b. Marginal Headings. The marginal headings and article titles to the articles of this Agreement are not a part of the Agreement and shall have no effect upon the construction or interpretation of any part hereof.

c. Successors and Assigns. The covenants and conditions herein contained, subject to the provisions as to assignment, apply and bind the heirs, successors, executors, administrators and assigns of the Parties hereto.

d. Amendment. No provision of this Agreement may be amended or modified except by an agreement in writing signed by the Parties hereto.

e. Construction. Each of the Parties acknowledges and agrees that this Agreement is to be construed as a whole according to its fair meaning and not in favor of nor against any of the Parties as draftsman or otherwise.

f. Venue. Any action or proceeding by any Party to enforce the terms of this Agreement shall be brought solely in the Superior Court of the State of California for the County of Sacramento.

g. Applicable Law. This Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California.

h. Severability. If any provision or any part of this Agreement is for any reason held to be invalid, unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

i. Prevailing Authority. In the event of a conflict between the law and the terms of this

Agreement, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. In the event of a conflict between the terms of the charter and the terms of this Agreement, the terms of this Agreement shall prevail. The Parties shall meet and confer to determine how to correct any conflicts so this Agreement complies with the Charter.

j. No Admission. Except as expressly agreed herein, nothing contained herein shall constitute an admission of fact or law.

k. Binding Obligation. If and to the extent that the Non-Profit is a separate legal entity from the District, the Non-Profit expressly agrees that this Agreement is a binding obligation on the Non-Profit and the Charter Schools and the District agrees that this Agreement is a binding obligation on the District.

l. Prior Agreements. This Agreement contains all of the agreements of the Parties hereto with respect to any matter covered or mentioned in this Agreement, and no prior agreements or understanding pertaining to any such matters shall be effective for any purpose.

m. Subject to Approval by Governing Board. This Agreement shall become effective upon ratification by the District's Governing Board.

n. Notices. All notices and demands that may be or are to be required or permitted to be given by either Party to the other hereunder shall be in writing. All notices and demands by the District to the Non-Profit or the Charter Schools shall be sent by United States Mail, postage prepaid, addressed to the Non-Profit or Charter Schools at the address set forth below. All notices and demands by the Non-Profit and/or Charter Schools to the District shall be sent by United States Mail, postage prepaid, addressed to the District at the address set forth below.

To District:

Sacramento City Unified School District  
Attn: Mary Shelton, Chief Accountability Officer  
5735 47th Avenue  
Sacramento, CA 95824  
Facsimile 916-643-9489

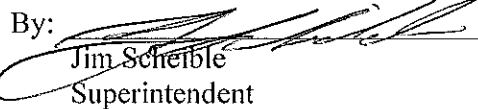
To Non-Profit or Charter School:

St. HOPE Public Schools  
Attn: Jim Scheible, Superintendent  
2315 34<sup>th</sup> Street  
Sacramento, CA. 95817  
Facsimile 916-649-7757

o. Execution in Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original of the Agreement. Signatures transmitted via facsimile or portable document format ("pdf") to other Parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

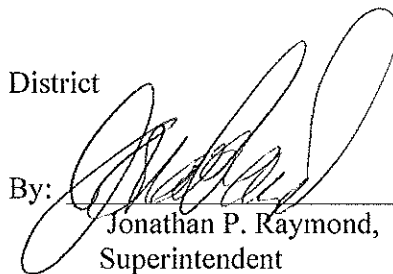
p. Warranty of Authority. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the Party indicated, and each of the Parties by signing this Agreement warrants and represents that such Party is legally authorized and entitled to enter into this Agreement.

Non-Profit and Charter Schools

By:   
Jim Scheible  
Superintendent

Date: 7/19/12

District

By:   
Jonathan P. Raymond,  
Superintendent

Date: 7/17/12

Approved and ratified this 21 day of June, 2012, by the Board of Education of the Sacramento City Unified School District by the following vote:

AYES: 4

NOES: 0

Abstentions: 0

\_\_\_\_\_  
Secretary to the Board of Education

## **Exhibit A – Description and Square Footage of Facilities**

School Name: Sacramento High School  
School Code: 550  
Site Area: 26.12 Acres  
Year Built: 1937, 1967 & 1974  
A.P.N. 010-0010-002  
Address: 2315 - 34th Street, Sacramento, CA 95817

Bldg/Room Code	Classroom No.	Room Use	Area	Year Built/Modernized	DSA #
<b>PERMANENT BUILDINGS</b>					
<b>Bldg.001</b>	<b>West Wing</b>			1974	36964
A-13	W-1	Reception	880		
A-36B	W-10	Student Center	485		
A-36F	W-11	Computer Classroom	449		
A-54	W-12	Classroom	1,249		
A-109B	W-13	Storage	56		
A-110	W-13	Mens	90		
A-109	W-13	Womens	108		
A-55	W-13	Print Office	139		
A-53	W-13	Conf. Room	780		
A-52A	W-14	Electrical Room	45		
A-52	W-14	Classroom	907		
A-50	W-16	Science Lab	1,650		
A-44	W-17	Science Lab	1,225		
A-49B	W-18	Storage	45		
A-49	W-18	Science Lab	1,648		
A-48	W-19	Science Lab	1,492		
A-14	W-1A	Principal	302		
A-15	W-1B	Conference Room	302		
A-12	W-2	Attendance	383		
A-47	W-20	Classroom	1,650		
A-42	W-21	Classroom	733		
A-46	W-22	Classroom	731		
A-41	W-23	Classroom	485		
A-40	W-24	Classroom	753		
A-45	W-25	Classroom	757		
A-56	W-26	Classroom	938		
A-57	W-27	Classroom	908		
A-37	W-28	Classroom	908		
A-38	W-29	Classroom	880		
A-10	W-3	VP.	141		
A-11	W-3	Dean	142		
A-09	W-3	Reception	288		
A-39	W-30	Classroom	876		
A-35	W-31	Classroom	878		
A-34	W-33	Classroom	881		
A-28A	W-34A	Conference Room	288		
A-28B	W-34B	Office	288		
A-17	W-35	Classroom	879		
A-18	W-36	Classroom	879		
A-31	W-37	Classroom	879		
A-19	W-38	Classroom	881		
A-04	W-39	Teacher Work Room	430		
A-03	W-40	Classroom	908		
A-02	W-41	Classroom	908		
A-01	W-42	Classroom	938		
A-16	W-43	Classroom	908		
A-27	W-44	Classroom	908		
A-33	W-45	Classroom	908		
A-24	W-6	Classroom	878		

<b><u>St Hope</u></b>	
<b><u>Public</u></b>	
<b><u>Schools</u></b>	<b><u>PS 7</u></b>
880	
485	
449	
	1,249
	56
	90
	108
	139
	780
	45
	907
1,650	
1,225	
	45
	1,648
	1,492
302	
302	
383	
	1,650
	733
	731
	485
	753
	757
	938
	908
	908
	880
141	
142	
288	
	876
	878
881	
288	
288	
879	
879	
879	
881	
430	
908	
908	
938	
908	
	908
	908
878	



Bldg/Room Code	Classroom No.	Room Use	Area	Year Built/ Modernized	DSA #
A-25	W-7	Classroom	879		
A-26	W-8	Computer Classroom	1,216		
A-32	W-9	Classroom	1,028		
A-107B		Janitor	38		
A-102B		Custodian	50		
A-104		Mens	52		
A-51E		Electrical Room	68		
A-36A		Hallway	69		
A-13B		Vault	74		
A-103		Womens	78		
A-43B		Storage	98		
A-108		Womens	118		
A-36E		Librarian	141		
A-107		Mens	142		
A-51B		Custodian	142		
A-43		Storage	144		
A-36C		Work Room	190		
A-102		Girls	204		
A-36D		A.V. Room	215		
A-51C		MDF Room	238		
A-51A		Clerk	340		
A-101		Boys	399		
A-63		Corridor	493		
A-65		Corridor	579		
A-61C		Corridor	609		
A-62		Corridor	733		
A-66		Corridor	767		
A-61A		Corridor	947		
A-61B		Corridor	1,047		
A-64		Corridor	1,062		
		Unspecified	1,193		
A-36		Media Center/Library	5,398		
A-51		Book Room	1,752		
A-60		Corridor	2,060		
A-51C	W-15A	Reception	93		
A-08	W-4	Office	116		
A-07	W-4	Office	134		
A-51D	W-15B	VP.	142		
A-05	W-4	Parent Center	143		
A-06	W-4	Waiting Room	160		
A-22	W-5	Counselor	164		
A-20	W-5	Counselor	165		
A-21	W-5	Counselor	169		
A-23	W-5	Guidance Counselor	510		
A-30	W-32B	Reception	279		
A-29	W-32A	Principal	297		

BUILDING AREA TOTAL 59,999

COVERED WALKWAYS -

CLASSROOMS 32

Bldg. 002	Commons			1974	36964
B-1		Multi-use	16,412		
B-2		Storage	181		
B-2		Kitchen	125		
B-2		Storage	92		
B-2		Clock Tower	1,024		
B-2		Serving	1,816		
B-3		Snack Bar	184		
B-4		Scullery	173		
B-5		Storage	25		

<u>St Hope</u> <u>Public</u> <u>Schools</u>	<u>PS 7</u>
879	
1,216	
1,028	
38	
50	
52	
68	
69	
74	
78	
98	
118	
141	
142	
142	
144	
190	
204	
215	
238	
340	
399	
493	
579	
609	
733	
767	
947	
1,047	
1,062	
1,193	
5,398	
1,752	
2,060	
	93
116	
134	
	142
143	
160	
164	
165	
169	
510	
279	
297	
-	
16,412	
181	
125	
92	
1,024	
1,816	
184	
173	
25	

Bldg/Room Code	Classroom No.	Room Use	Area	Year Built/ Modernized	DSA #
B-5		Office	76		
B-6		Lockers	45		
B-6		Toilet	23		
B-7		Food Storage	493		
B-7A		Stairs	59		
BUILDING AREA TOTAL			20,728		
COVERED WALKWAYS			600		
CLASSROOMS			-		

<u>St Hope</u> <u>Public</u> <u>Schools</u>	<u>PS 7</u>
76	
45	
23	
493	
59	
600	

Bldg. 003	East Wing			1974	36964
C-04	E-13	Auto Shop	2,101		
C-13	E-13	Storage	169		
C-4A	E-13	Office	118		
C-21	E-41	Classroom	1,307		
C-21A	E-41	Storage	446		
C-27	E-41	Dark Room	299		
C-27B	E-41	Dark Room	56		
C-32	E-41	Storage	87		
C-55		Corridor	532		
C-56A		Corridor	1,209		
C-56B		Corridor	1,353		
C-56C		Corridor	1,109		
C-57		Corridor	531		
C-58		Corridor	1,075		
C-59		Corridor	532		
C-48	E-3	Classroom	879		
C-40	E-43	Classroom	898		
C-47	E-44	Classroom	908		
C-19	E-16	Computer Lab	781		
C-15	E-18	Science Lab	1,325		
C-08	E-33	Science Lab	1,855		
C-33	E-6	Classroom	887		
C-28	E-7	Classroom	879		
C-22	E-8	Classroom	879		
C-18	E-9	Classroom	875		
C-103A		Women	31		
C-104A		Men	31		
C-103		Girls	147		
C-104		Boys	147		
C-43	E-1	Reception	305		
C-16	E-10A	Office	105		
C-17	E-10B	Office	198		
C-10	E-11	Classroom	882		
C-11	E-12	Classroom	876		
C-29	E-14	Classroom	879		
C-23	E-15	Computer Lab	1,176		
C-14	E-17	Classroom	880		
C-25	E-19	Classroom	866		
C-42	E-2	Principal	294		
C-20	E-20	Office	182		
C-24	E-21	Computer Lab	789		
C-30	E-22	Classroom	879		
C-31	E-23	Classroom	896		
C-35	E-24A	Office	435		
C-36	E-24B	Office	435		
C-38	E-25	Classroom	879		
C-44AA	E-26A	Office	32		
C-44A	E-26A	Office	204		
C-44B	E-26B	Office	313		
C-45	E-27	Storage	190		

2,101
169
118
1,307
446
299
56
87
532
1,209
1,353
1,109
531
1,075
532
879
898
908
781
1,325
1,855
887
879
879
875
31
31
147
147
305
105
198
882
876
879
1,176
880
866
294
182
789
879
896
435
435
879
32
204
313
190

<u>St Hope Public Schools</u>	<u>PS 7</u>
877	
908	
938	
906	
135	
154	
1,521	
1,212	
1,366	
907	
1,693	
909	
910	
937	
431	
905	
459	
431	
25	
31	
31	
52	
66	
93	
146	
147	
149	
171	
6,782	
1,980	

1,980

2,258	
260	
433	
4,248	
6,390	
3,177	
573	
613	
1,044	
1,044	
	165
	156
	330
	165
	366
	230
	500

Bldg/Room Code	Classroom No.	Room Use	Area	Year Built/ Modernized	DSA #
	Aud 302	Classroom	1,925		
		Assembly	4,779		
<i>Subtotal 2nd Floor</i>			7,800		

BUILDING AREA TOTAL 28,656  
COVERED WALKWAYS 188  
CLASSROOMS 3

**St Hope  
Public  
Schools** **PS 7**

1,925  
4,779

188

Bldg. 005	Dance Annex			1937	2772
	DA 2	Classroom	1,140		
	DA 1	Classroom	945		
	DA	Classroom	3,182		
		Storage	394		
		Costumes	225		
		Corridor	324		

BUILDING AREA TOTAL 6,210  
COVERED WALKWAYS 948  
CLASSROOMS 3

1,140  
945  
3,182  
394  
225  
324

948

Bldg. 006	Pavilion Gym			1937	2772
<b>1st Floor</b>					
H602		Corridor	1,762		
V009		Medical Exam	587		
H601		Corridor	1,186		
C005		Instructor	156		
SFTB		Drying	516		
R601		Team Lockers	4,117		
SX61		Storage	223		
SX63		Instructor	160		
SX62		Equipment	436		
SH61		Storage	176		
SNW6		Storage	136		
		Office	111		
O002		Office	356		
SC04		Storage	111		
C004		Instructor	140		
R602		Team Lockers	3,559		
TR65		Showers	1,067		
B600		Pump Room	387		
ZC60		Wash Room	237		
TR6T		Toilet	302		
SR61		Storage	166		
C006		Instructor	139		
SC06		Drying	343		
SME6		Storage	131		
C007		Instructor	167		
C008		Instructor	130		
F600		Lobby	2,631		
SSEO		Storage	536		
V601		Football Stor.	1,055		
V602		Classroom	1,079		
H600		Corridor	1,949		
HTW6		Vestibule	37		
J600		Custodian	78		
SH6X		Storage	41		
SW60		Storage	107		

1,762  
587  
1,186  
156  
516  
4,117  
223  
160  
436  
176  
136  
111  
356  
111  
140  
3,559  
1,067  
387  
237  
302  
166  
139  
343  
131  
167  
130  
2,631  
536  
1,055  
1,079  
1,949  
37  
78  
41  
107

Bldg/Room Code	Classroom No.	Room Use	Area	Year Built/ Modernized	DSA #
TW60		Toilet (Men)	247		
ZBX1		Tickets	88		
CR0P		Storage	445		
		Refreshments	231		
SS86		Storage	179		
R010		Dressing Rm	325		
R011		Lockers	622		
COF7		Gym	12,648		
T10S		Shower	75		
T11S		Shower	112		
SH60		Lounge	117		
SE60		Storage	80		
T10T		Toilet	58		
T11T		Toilet	87		
ZBX2		Tickets	83		
TW60		Toilet (Women)	247		
		Unspecified	778		
<i>Subtotal 1st Floor</i>			40,736		
<b>2nd Floor</b>					
M600		Mechanical	1,804		
S261		Storage	172		
ZG60		Broad. Booth	101		
HTMF		Vestibule	70		
TMF2		Toilet (Men)	230		
HTWF		Lounge	99		
TWF2		Toilet (Women)	204		
<i>Subtotal 2nd Floor</i>			2,680		

BUILDING AREA TOTAL 43,416  
COVERED WALKWAYS 1,256  
CLASSROOMS -

**St Hope  
Public  
Schools**

**PS 7**

247  
88  
445  
231  
179  
325  
622  
12,648  
75  
112  
117  
80  
58  
87  
83  
247  
778

1,804  
172  
101  
70  
230  
99  
204

1,256

Bldg. 007	Fieldhouse Gym			1974	36964
		Equipment	138		
H710		Vestibule	212		
H708		Vestibule	212		
O709		Exercise	858		
		Storage	115		
S711		Storage	211		
		Storage	119		
C700		Student Store	518		
		Storage	292		
V700		Dance	3,826		
		Vestibule	88		
V701		Gymnastics	3,343		
		Classroom	2,072		
		Vestibule	49		
		Coaches	347		
H700		Corridor	648		
C705		Office	432		
T708		Lockers	179		
S700		Storage	95		
B700		Boiler	568		
S707		Showers	794		
		Toilet	260		
S701		Storage	187		

138  
212  
212  
858  
115  
211  
119  
518  
292  
3,826  
88  
3,343  
2,072  
49  
347  
648  
432  
179  
95  
568  
794  
260  
187

Bldg/Room Code	Classroom No.	Room Use	Area	Year Built/ Modernized	DSA #
		Corridor	1,933		
J703		Custodian	73		
G700		Gymnasium	7,651		
		Unaccounted	230		

BUILDING AREA TOTAL 25,450  
COVERED WALKWAYS -  
CLASSROOMS -

<b>St Hope Public Schools</b>	<b>PS 7</b>
1,933	
73	
7,651	
230	
-	

<b>Bldg. 008</b>	<b>Pool Building</b>			1967	29154
		Locker Rooms	1,748		
		Toilets	520		
		Showers	923		
		Office	871		
		Lobby	372		
		Storage	671		
		Mechanical	300		

BUILDING AREA TOTAL 5,405  
COVERED WALKWAYS 779  
CLASSROOMS -

1,748  
520  
923  
871  
372  
671  
300

**Permanent Building Area 246,297**  
**Covered Walkways 5,751**  
**Permanent Classrooms 73**

**PORTABLE BUILDINGS**

P1	P1	Classroom	960		
P2	P2	Classroom	960		
P3	P3	Classroom	960		
P4	P4	Classroom	960		
P5	P5	Classroom	960		
P6	P6	Classroom	960		
P7	P7	Classroom	960		
P8	P8	Classroom	960		
P9	P9	Classroom	960		
P01/RR		Toilets	960		
P10	P10	Classroom	960		
P11	P11	Classroom	960		
P12	P12	Classroom	960		
P13	P13	Classroom	960		
P14	P14	Classroom	960		
P15	P15	Classroom	960		
P16	P16	Classroom	960		
P17	P17	Classroom	960		
P18	P18	Classroom	960		
P19	P19	Classroom	960		
P20	P20	Classroom	960		

BUILDING AREA TOTAL 20,160  
COVERED WALKWAYS -  
CLASSROOMS 20

<b>TOTAL</b>	<b>218,073</b>	<b>19,107</b>	<b>35,028</b>
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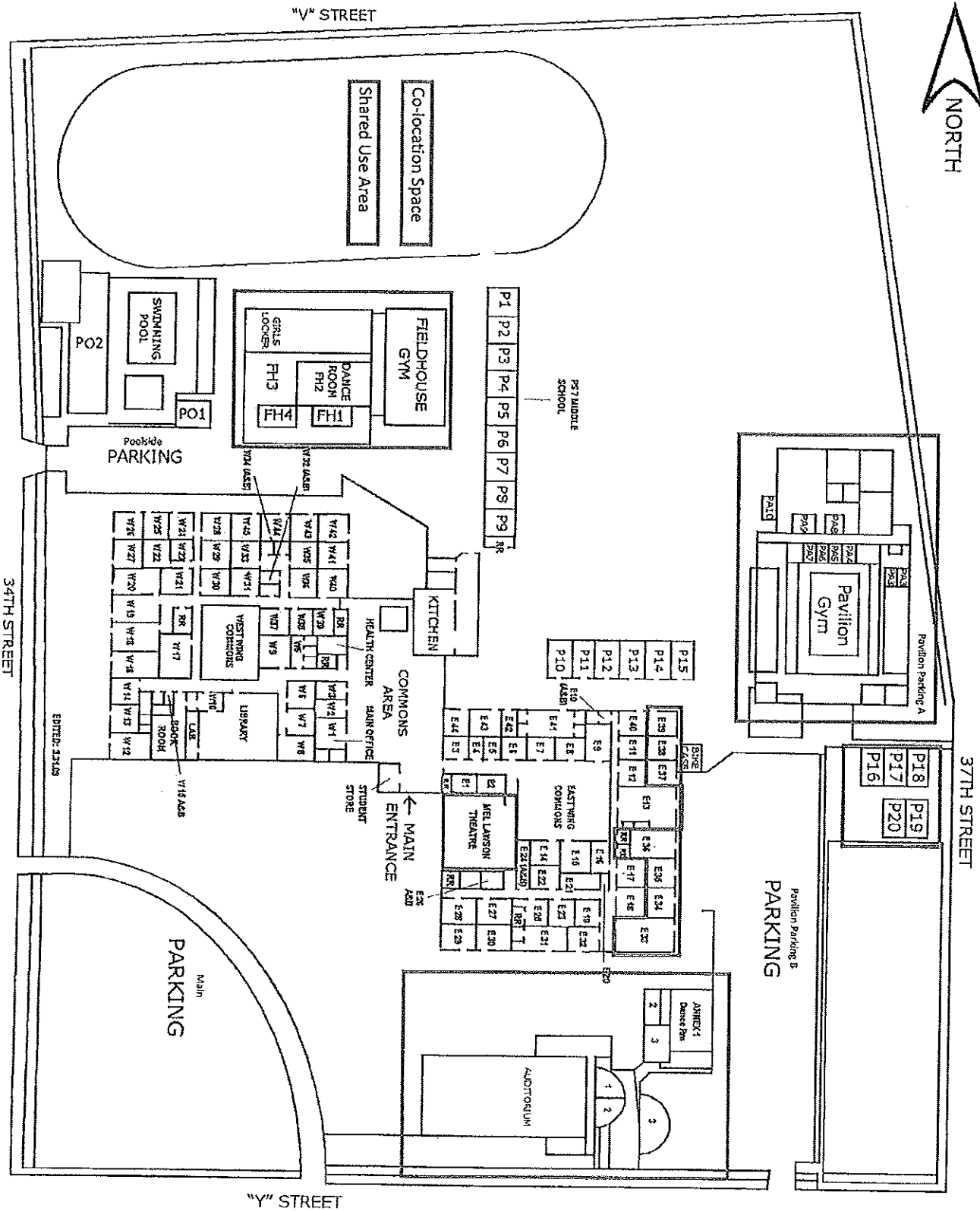
**Portable Building Area 20,160**  
**Covered Walkways 0**  
**Portable Classrooms 20**

**TOTAL BUILDING AREA 266,457**  
**TOTAL COVERED WALKWAYS 5,751**  
**TOTAL CLASSROOMS 93**

**Exhibit B – Map of Sacramento High School Campus Facilities/Buildings and Other Property**



NORTH



"V" STREET

37TH STREET

34TH STREET

"Y" STREET



### **Exhibit C – Facilities Use Fee**

For the 2012-2013 school year, Non-Profit shall pay District an initial estimated Facilities Use Fee of Five Hundred Forty-Three Thousand Nine Hundred Four Dollars and Twenty Cents (\$543,904.20) based on a pro rata Facilities cost estimate of Two Dollars and Ten Cents (\$2.10) per square foot for the use of approximately Two Hundred Fifty Nine Thousand and Two (259,002) square feet of the Facilities (237,180 square feet at Sacramento High School site plus 21,822 square feet at the Strawberry Lane Site) during that time. The Facilities Use Fee shall be paid out in equal installments of Forty-Five Thousand Three Hundred Twenty-Five Dollars and Thirty-Five Cents (\$45,325.35) each month throughout the fiscal year. Beginning on July 1, 2012, payments shall be payable on or in advance on the first day of each month ("Due Date"), without deduction, offset, prior notice or demand, in lawful money of the United States.

The District will re-calculate and adjust these fees annually for the remaining fiscal years for the Term of this Agreement.

In the event that there are adjustments made to the allocation of space, the Facilities Use Fee will be calculated according to the square feet allocated.

## **Exhibit D – Custodial Services**

a. Routine Services. The District shall be responsible for providing the “routine” or regularly scheduled daily or weekly custodial services for the Strawberry Lane facility. The level of said services will be consistent with the District’s standard practices and policies. The District’s standard policies will be provided to the Charter schools. Said services will be provided by District employees, and Charter Schools have the right to report dissatisfaction with the custodial services so the District will take any corrective action that may be appropriate. Charter Schools shall have the right to direct the custodian to perform specific duties that are within the scope of the custodian’s job duties. The Charter Schools will reimburse the District for the actual costs, including time and labor (including salary, benefits and payroll taxes), to provide custodial services for the Strawberry Lane facility. In order to provide more comprehensive coverage of services, Charter Schools will employ two (2) 3.5 hour custodians on separate shifts.

Said reimbursement shall also include actual costs to the District for any cleaning supplies and tools necessary for those District personnel to provide Custodial Services, including but not limited to toilet paper, soap and paper towels. The District will invoice the Charter Schools quarterly for these services. The Charter Schools will pay said invoice within thirty (30) days of receipt.



## Prohibited Harassment and Discrimination

SHPS is committed to providing a workplace free of unlawful harassment and discrimination. We maintain a strict policy prohibiting all forms of unlawful harassment and discrimination based on race, religious creed, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or any other characteristic protected by state or federal employment discrimination laws. Harassment or discrimination based upon protected class characteristic violates this policy and will not be tolerated.

This policy also prohibits harassment and discrimination based on the perception that anyone has any of the protected characteristics or is associated with a person who has or is perceived to have any of those characteristics.

SHPS' Prohibited Harassment and Discrimination policy prohibits all offensive conduct, including but not limited to conduct that does not rise to the level of a legal violation and applies to all persons involved in the operation of SHPS or the use of its services, including supervisors, employees, co-workers, vendors, contractors, officers, directors, clients and customers. Everyone at SHPS is responsible for ensuring that the workplace is free from prohibited harassment and discrimination and is expected to avoid behavior or conduct that could reasonably be interpreted as prohibited harassment or discrimination.

**Definition of Harassment.** The conduct prohibited by this policy, whether verbal, physical or visual, includes any discriminatory action and any unwelcome conduct that is based on an employee's protected characteristic or their relatives', friends' or associates' protected characteristics. The conduct forbidden by this policy specifically includes, but is not limited to: (1) epithets, slurs, jokes, negative stereotyping, intimidating or derogatory acts that are based upon a person's protected status; and (2) written, graphic or visual material circulated within or posed in the workplace that shows hostility toward a person because of his/her protected status. SHPS prohibits such conduct in the workplace, even if the conduct is not sufficiently severe or pervasive to constitute unlawful harassment under federal or state law.

**Definition of Sexual Harassment.** Applicable state and federal law defines sexual harassment as unwanted sexual advances; requests for sexual favors; or visual, verbal or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; (2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

This definition includes many forms of offensive behavior. The following is a partial, non-exhaustive list of examples:

- unwanted sexual advances;
- offering employment benefits in exchange for sexual favors;
- making or threatening reprisals after a negative response to sexual advances;



- visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons or posters;
- verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes or comments about any employee's body or dress; verbal sexual advances or propositions;
- verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes or invitations;
- physical conduct such as touching, assault or impeding or blocking movements; and
- retaliation for reporting harassment or threatening to report harassment.



## **Employee Handbook**

**2014 - 2015**

***Questions? Send an E-mail to  
[hrhelpdesk@sthopepublicschools.org](mailto:hrhelpdesk@sthopepublicschools.org)***

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# **INTRODUCTION**

## **Welcome to St. HOPE Public Schools!**

This handbook is prepared as a guide and reference for the employees and members of the St. HOPE Public Schools (SHPS) community, including St. HOPE's home office, Triumph Center for Early Childhood Education, PS7, Oak Park Prep and Sacramento Charter High School. It expresses policies regarding personnel and benefits, as well as, operational procedures.

## **Our Vision & Mission**

The vision of St. HOPE Public Schools is: "To create one of the finest urban pre-kindergarten through 12<sup>th</sup> grade public school systems in America."

Our mission is: "To graduate self-motivated, industrious and critically thinking leaders who are committed to serving others, passionate about life-long learning, and are prepared to earn a degree from a four-year college."

### **Introduction**

This employee handbook is designed to acquaint you with St. HOPE Public Schools and to provide you with information about working conditions, employee benefits and the policies affecting your employment. **You are expected to read, understand and comply with all provisions of the employee handbook.** It describes many of your responsibilities as an employee and outlines the programs developed by St. HOPE Public Schools that benefit you as an employee. Our objective is to provide a work environment that is conducive to professional growth. All employees are required to sign and return the Handbook Acknowledgement Form contained on page 33 of this handbook.

The policies set forth here replace any and all previous policies or benefits, whether written or oral, that differ from or are inconsistent with what is contained in this handbook.

This handbook is only intended for the purposes of expressing SHPS guidelines and does not constitute an employment contract with SHPS. It is not intended to impose any expressed or implied contractual obligations on SHPS. Present employment by SHPS is not an expressed or implied agreement or contract for continued employment.

No employee handbook can anticipate every circumstance or question about policy. As St. HOPE Public Schools continues to grow, the need may arise – and St. HOPE Public Schools reserves the right – to revise, supplement or rescind any policies or portion of the Employee Handbook from time to time as it deems appropriate in its sole and absolute discretion. The Human Resources Department will, of course, notify employees in writing of such changes to the employee handbook as they occur.

## **Human Resources Department**

The SHPS Human Resources Department has been established to provide employees with information and necessary assistance to understand SHPS' personnel policies and to promote a positive work environment. The Human Resources Department is the best resource for employees to obtain current information on work rules, benefits, personnel policies, payroll data, personnel records, job opportunities, and benefit conversion on termination of employment. The representatives of the Human Resources Department also support any employee with issues or concerns related to his/her work at SHPS.



## **EMPLOYMENT**

### ***Nature of Employment***

Employment with SHPS constitutes an at-will employment agreement and both employees and SHPS reserve the right to terminate employment at any time for any reason, with or without cause or advanced notice. The SHPS Board of Directors is the only body/person at SHPS that can change an employee's at-will status. The change in at will status must be memorialized in writing and signed by both the employee AND the Chairman of the Board.

### **Equal Employment Opportunity Policy**

SHPS is an equal opportunity employer. It is the policy of SHPS to afford equal employment and advancement opportunity to all qualified individuals without regard to race, religious creed, color, natural origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, SHPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

### **Conflicts of Interest**

Employees are expected to devote their best efforts and attention to performance of their jobs. They are expected to use good judgment, to adhere to high ethical standards and to avoid situations that create an actual, perceived or potential conflict between the employee's personal interest and the interests of SHPS. A conflict of interest exists where the employee's loyalties or actions are divided between SHPS' interest and those of another, such as a competitor, supplier, etc. Both the fact and the appearance of a conflict of interest should be avoided. Employees unsure as to whether a certain transaction, activity or relationship constitutes a conflict of interest should discuss it with an administrator for clarification. Any exception to this guideline must be approved in writing by the Superintendent, and must expressly state that the transaction, activity or relationship does not constitute a conflict of interest.

While it is not feasible to describe all possible conflicts of interest that could develop, some of the more common conflicts, from which employees should refrain, include the following:

- Accepting personal gifts or entertainment from suppliers or potential suppliers;
- Using proprietary or confidential SHPS information for personal gain or SHPS' detriment;
- Using SHPS assets or labor for personal use without the consent of the immediate supervisor or the Superintendent.

Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

What you do on your free time is your choice. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at SHPS or create a conflict of interests with your statutory duty of loyalty to SHPS.

## Confidential Student Information

All information relating to students including but not limited to names, addresses, contact numbers and progress information is confidential information, and may not be shared with unauthorized parties. All records concerning special education students shall be kept strictly confidential and maintained in separate files.

## Confidential/Proprietary School Information

All files, records, documents, drawings, specifications, lists, equipment and similar items relating to SHPS, whether prepared by employee or otherwise coming into the employee's possession shall remain the exclusive property of SHPS and shall not be removed from the premises under any circumstances whatsoever without prior written consent of the Superintendent. Upon termination of employee's employment, employee agrees to immediately return to SHPS all property of SHPS in as good condition as when it was received by employee (normal wear and tear accepted) including, but not limited to, all files, records, drawings specifications, phones, computers, lists, equipment, uniforms and supplies, promotional materials, and similar items relating to SHPS. The employee is financially liable for any unreturned equipment or returned equipment which has been damaged beyond reasonable wear and tear.

## Complaint Resolution

At some time or another, you may have a suggestion, concern or question about your job, your working conditions, treatment you are receiving, etc. We welcome your suggestions for improving SHPS' operations. Your concerns or questions are also of concern to SHPS. For issues other than prohibited discrimination, harassment or retaliation, we ask that you take your concerns first to your direct supervisor. If no resolution is reached, please follow the SHPS Complaint Resolution Policy, a copy of which is available from the Human Resources Coordinator. You will not be reprimanded or retaliated against for initiating any good faith communication under this policy.

## Arbitration

To resolve employment disputes which cannot be solved after following the SHPS Complaint Resolution Policy protocol in an efficient and cost-effective manner, SHPS asks its employees to enter into arbitration agreements. Details regarding arbitration can be found in the SHPS Arbitration Agreement, which is provided to and signed by all employees upon hiring.

## Child Neglect and Abuse Reporting

All SHPS personnel who interact with students (including but not limited to administrators, teachers, instructional aides, school support staff, counselors, deans, coaches, and special education employees) are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." Once you become aware that a student may be the victim of abuse or neglect, *you must*:

- Notify your supervisor
- Call the local Child Protective Services office at 916-875-5437
- Complete a report

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to credential/license

suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

*When calling the hotline, you must provide the following information (or as much is known):* the name, birth date and address of the alleged victim; the name, address, age or birth date and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim and a description of the incident (time/date if known, place in which it occurred and indication of intention to harm).

If a report is taken (the intake worker will inform you of this over the phone), the report must be confirmed in writing to the local investigation unit within 48 hours of the hotline call. Forms and addresses are available at the school.

*Physical abuse* is defined as occurring when a parent or person responsible for the child's welfare, "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent, "creates a substantial risk of physical injury," by shaking, throwing, choking, smothering or pushing the child into fixed objects. Acts of torture are defined as, "deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering." When reporting physical abuse, it is also important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

*Sexual abuse* is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, or sexual molestation or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively. When a student attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the Principal or appropriate administrator

*Neglect* occurs when a person responsible for the child, "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment," or when an adult, "provides inadequate supervision of a child (particularly small children)."

If you have any questions regarding this policy, please see your supervisor.

Failure to comply with this policy may lead to discipline up to and including termination.

# **EMPLOYMENT STATUS & RECORDS**

## **Employment Classifications**

Employees are classified by SHPS as exempt or non-exempt and full-time, part-time or temporary.

- Exempt Employees. Exempt employees are regular employees whose job assignments meet the federal and/or state requirements for overtime exemption. Exempt employees are compensated on a salary basis and are not eligible for overtime pay.
- Non-exempt Employees. Non-exempt employees are regular employees subject to federal and/or state overtime regulations and will be compensated for overtime hours worked in accordance with the law. Non-exempt employees are paid on an hourly basis and must comply with SHPS' policies regarding overtime work (See page 17).
- Full-Time Employees. Full-time employees are employees who are normally scheduled to work over 35 hours per week.
- Part-Time Employees. Part-time employees are employees who are normally scheduled to work 35 or fewer hours per week.
- Temporary Employees. Temporary employees are employees who are employed by, or assigned to, SHPS for a short-term - less than 6 contiguous month – assignment.

Individuals working through an employment agency or the Sacramento City Unified School District (leased employees, etc.) and those working as independent contractors are not considered employees of SHPS and are not entitled to any employment benefits provided by SHPS. If you have any question about your classification, you should check with the SHPS Human Resources Department.

## **Access to Personnel Records**

The Human Resources Department is responsible for maintaining complete and up-to-date personnel records for all current employees. The information recorded in your personnel file is extremely important to you and to SHPS. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. directly to the Human Resources Department via email immediately at [hrhelpdesk@sthopepublicschools.org](mailto:hrhelpdesk@sthopepublicschools.org).

As a SHPS employee, you have the right to inspect certain information in your personnel file, as provided by law, in the presence of a SHPS administrator at a mutually convenient time. You have the right to request copies of employment related documents in your file that you have signed. You may add your comments to any disputed item in your personnel file.

SHPS will restrict disclosure of your personnel file to authorized individuals within SHPS.

A request for information contained in the personnel file must be directed to your supervisor. Only the Human Resources Department is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, SHPS will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Personnel files are the property of SHPS and may not be removed from SHPS' premises.

## **Employee References and Letters of Recommendation**

Any reference or letter of recommendation provided shall be delivered with due regard to professional candor, employee right to privacy, and protection of SHPS for litigation. Additionally, any such recommendation shall provide a careful, truthful and complete account of the employee's job performance and qualifications.

Letters of recommendation for current or past employees of SHPS may only be drafted by the employee's direct supervisor for review and approval by the Human Resources Department. Such letters shall only be released by a supervisor after this approval is obtained. A copy of any letter of recommendation that is released shall be sent to Human Resources, to be retained in the employee's personnel file.

## **Certification and Licensure**

SHPS teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. All teachers, as a condition of employment, must present adequate proof of such certification to the Human Resources Coordinator for placement in the employee's personnel file.

## **TB Testing**

No person shall be employed by SHPS unless the employee has submitted proof of an examination within the last 4 years that the employee is free of active tuberculosis. This examination shall consist of an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs. Thereafter, all employees shall be required to undergo an approved intradermal tuberculin test at least once every four (4) years, as a condition of employment, except "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with SHPS a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The County Health Department may provide skin testing available to all employees at regular intervals at no cost to the employee.

## **Criminal Background Checks**

It is the policy of SHPS to require fingerprinting and background checks of its employees, volunteers, coaches, and relevant contractors consistent with legal requirements.

SHPS may, on a case-by-case basis, require an entity providing school site services to certify that the entity's employees comply with the requirements for fingerprinting, unless SHPS determines that the employees of the entity will have limited contact with students. In determining whether an employee will have limited contact with students, SHPS must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether students will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If SHPS makes this determination, SHPS shall take appropriate steps to protect the safety of any students that may come in contact with these employees. If SHPS requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

# **PAYROLL POLICIES**

## **Compensation**

A change in work calendar or hours will result in a change in salary. Should this occur, a new offer letter will be provided to the employee, by management for his/her signature.

## **Pay Days**

Pay date is normally 7 calendar days from the timecard end date. If that date falls on a weekend or a holiday of the Home Office Holiday Calendar, the date paid is the prior business day. Please refer to the "SHPS 2014-15 Fiscal Year Payroll Schedule" (see page 32).

If you are a salaried employee who earns an additional stipend / extra duty pay this will be included in the same check as your regular pay. See IRS publication 15 and 15-A and Revenue Ruling 2008-29, 2008-24 I.R.B.1149 for more information as to how income taxes on these wages are withheld. St. HOPE Public Schools cannot create a separate check for supplemental wages.

Employees may have pay directly deposited into their bank accounts if they provide advanced, written authorization to SHPS. Employees will receive an itemized statement of wages for direct deposits. We strongly encourage all employees to take advantage of direct deposit to avoid a paycheck not reaching you by mail. Please contact the Human Resources Coordinator for additional information regarding enrollment in direct deposit.

If you choose not to have direct deposit note that your check will be mailed to your address on file. SHPS will not hold checks to be picked up by employees *except* in the following cases:

- All athletic coaching stipends for non-salaried employees are distributed by the Athletic Director according to the guidelines he/she sets forth.

## **Payroll Withholding**

SHPS is required by law to withhold Federal Income Tax, State Income Tax, Medicare, State Disability Insurance, and Social Security (FICA) or State Teachers Retirement System (STRS) and from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount. If an employee elects to be exempt no Federal Income taxes will be deducted
- State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings. If an employee elects to be exempt no State Income taxes will be deducted
- Social Security and Medicare (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by SHPS.
- State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
- State Teachers Retirement System (STRS): STRS requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by SHPS. If you are a STRS member this retirement system replaces Social Security.

Every deduction from your paycheck is listed on your check voucher. It is your responsibility to review each pay stub for accuracy. If you do not understand the deduction, please contact the Human Resources Coordinator to further explain it to you.

You may change the number of withholding allowances you wish to claim for both Federal and State Income Tax purposes at any time by filling out a new W-4 (Federal) and/or DE-4 (State) form, and submitting the completed form(s) to the Human Resources Department. The SHPS Human Resources Department maintains a supply of these forms. Changes may not be effective until the payroll period following submission of these forms.

All mandatory taxes, STRS (if applicable), garnishments and elections will be automatically deducted from all paychecks. Federal and State withholding tax deduction is determined by the employee's W-4 / DE-4 forms respectively. The W-4 / DE-4 forms should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out the appropriate forms. Changes will not be made until a new form has been received and approved by the Payroll Department.

## **Supplemental Wages**

Overtime pay, extra duty pay, stipends, bonuses, retroactive pay increases, lump sum payouts of vacation time at termination of employment, and possible other extra payments in addition to regular wages are considered supplemental wages according to the Internal Revenue Service for income tax withholding. Payments of supplemental wages may result in a higher income tax withholding rate than with your regular wages. Having supplemental wages paid to you at a different time or as a separate payment does not exempt these wages from the definition of supplemental wages for income tax withholding and will not result in a lower tax withholding. See IRS publication 15 and 15-A and Revenue Ruling 2008-29, 2008-24 I.R.B.1149 for more information as to how income taxes on these wages are withheld. You may want to take this into account when completing your W-4 form. Separate checks will not be issued for supplemental wages.

At the end of the calendar year, a "withholding statement" (IRS Form W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The IRS Form W-2 is a summary for the calendar year earnings which includes taxable wages, taxes withheld, retirement plan contributions(if applicable), and health benefit deductions (if applicable).

## **Expense Reimbursement**

SHPS will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location and other pre-approved purchases. All purchases must have the prior written approval of the employee's supervisor, and all business travel must have advance prior written approval by the employee's supervisor for reimbursement purposes. Failure to obtain prior written approval may lead to discipline up to and including termination and non-reimbursement. Employees must submit detailed original receipts with reimbursement forms.

## **Payroll Advances**

SHPS does not allow payroll advances.

## **EMPLOYEE BENEFIT PROGRAMS**

### **Sick Leave**

Sick leave is a benefit provided for incapacitation due to illness or for personal necessity (e.g. a doctor's appointment). It is to be used only when actually required to recover from illness, off-the-job injury, illness of an immediate family member / child, or a doctor's visit.

Yearly sick leave amounts are granted to all employees effective July 1, 2014. In the event of a change in the employment relationship (e.g. termination), employees will be financially liable for any sick time used but not yet accrued. SHPS offers paid sick leave to all employees who are hired to work 20 hours or more each week.

#### **Full-time Employees (working on year-round 260 Day calendar)**

Full-time year-round employees who work 260 days per year will accrue paid sick leave at a rate of 6.66 hours of sick leave per month of active employment. Unused sick time available, for an active employee, will be carried forward for the duration of employment with SHPS. SHPS does not pay employees in lieu of unused sick time.

#### **Full-time Non-year-round Employees (Non-temporary employees working fewer than 260 days per year)**

Full-time non-year-round employees who work fewer than 260 days per year accrue paid sick leave at a pro-rated amount equivalent to their FTE rate per month of active employment. Unused sick time available, for an active employee, will be carried forward for the duration of employment with SHPS. SHPS does not pay employees in lieu of unused sick time.

#### **Part-time Non-year round Employees (who work 20 – 35 hours per week)**

Part-time non-year-round employees (who work 20-35 hours per week) accrue paid sick leave at a pro-rated amount equivalent to their FTE rate per month of active employment. Unused sick time available, for an active employee, will be carried forward for the duration of employment with SHPS. SHPS does not pay employees in lieu of unused sick time.

This policy supersedes anything written in an offer letter.

If you are absent due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to SHPS may be required before sick pay may be requested by your supervisor. If there is reason to believe that sick pay has been misused, sick pay may not be awarded resulting in a loss of pay.

Should any employee not have sick time available, but has vacation leave accrued, that employee may choose to transfer the vacation leave accrual to cover additional sick time rather than take an unpaid leave. Transfer of vacation leave for this purpose is subject to supervisor's approval. The Payroll Department must receive this request to transfer vacation time to sick time in writing.

Once an employee has exhausted sick leave, and chooses not to transfer vacation leave, the employee may continue on an unpaid medical leave with supervisor's approval. See 'unpaid leaves of absence' section of this handbook for details.

You or your supervisor can inquire about current sick accruals with Payroll Department at any time

### **Personal Days**

To accommodate for non-year-round full-time and part-time staff who do not accrue vacation, SHPS has implemented paid personal days. Yearly personal day amounts are granted to all qualifying employees effective July 1, 2014. In the



event of a change in the employment relationship (e.g. termination), employees will be financially liable for any personal time used but not yet accrued.

#### **Full-time Non-year-round Employees (Non-temporary employees working fewer than 260 days per year)**

Full-time non-year-round employees who work fewer than 260 days per year days will accrue one personal day (8 hours) for every six months of active employment.

#### **Part-time Non-year round Employees (who work 20 – 35 hours per week)**

Part-time non-year-round employees (who work 20-35 hours per week) whose yearlong work calendar is fewer than 260 days will accrue one personal day (8 hours) for every one year they are employed. The one personal day (8 hours) will accrue on September 1. A personal day can be used when employees have a matter that is not health related that could not be dealt with during regular off days.

Personal days must be approved by a supervisor two weeks prior to the date requested. Up to 16 hours of unused personal day accrual may be carried over from one academic year to the next for non-year-round full-time employees. Employees may not accrue or maintain both vacation and personal days at the same time.

Personal day accruals in California are considered compensation and will be paid to the employee at the end of employment with St. HOPE Public Schools. In addition, if a full- or part-time employee working a less than a 260-day calendar moves to a 260-day work calendar and has personal days accrued, the employee will be paid out at the time of the change and will no longer be eligible to accrue personal days.

In the event of a change in the employment relationship (e.g. termination), employees will be financially liable for any personal days used but not yet accrued. A status change, or termination of employment with SHPS are the only instances in which personal day accrual is paid to an employee. Personal day accrual will not be paid to the employee in any other circumstances.

If personal day accrual is not available a deduction in pay will be made for time taken off. If a personal day is available, that time must be used before taking approved unpaid time off. An employee or his/her supervisor can inquire about current personal day accruals with the Payroll Department at any time.

## **Vacation**

Employees working less than year-round 260-day work calendar have regularly scheduled non-service days built into their Home Office, Triumph, PS7, Oak Park Prep or Sacramento Charter High School calendars. Additional vacation benefits are not provided.

#### **Full-time Employees**

Full-time employees working year-round 260-day calendar accrue vacation leave at a rate of 8.66 hours of vacation per month of active full-time employment for the first three years of employment. Vacation accruals will cap at 208 hours per pay period at which point employees will no longer accrue vacation leave until time accrued is below 208 hours. At that point, vacation accrual will resume.

#### **Full-time Employees (greater than 3 years of service)**

After three years of full-time employment, employees accrue 12 hours of vacation per month. Vacation accruals will cap at 288 hours per pay period at which point employees will no longer accrue vacation leave until time accrued is below 288 hours. At that point, vacation accrual will resume.

## **Part-time Employees (working on year-round 260 Day calendar)**

Part-time employees, working year-round 260-day calendar accrue vacation leave at a pro-rated amount at a pro-rated amount equivalent to their FTE rate per month of active employment. For example, if an employee is compensated based on a .875 FTE annualized salary then they would accrue vacation leave at a rate of .875 of 8.66 hours, or 7.58 hours of vacation per month of active part-time employment.

Vacation accruals in California are considered compensation and will be paid to the employee when he/she ends employment with St. HOPE Public Schools. In addition, if a full- or part-time employee working a 260-day calendar moves to a less than year-round 260-day work calendar and has vacation time accrued, the employee will be paid out at the time of the change and will no longer be eligible to accrue vacation. Vacation accrual rate will be determined by the employee's date of full-time employment.

A status change, or termination of employment with SHPS as described above are the only instances in which vacation accrual is paid to an employee. Vacation accrual cannot be paid to the employee in any other circumstances.

If vacation accrual is not available a deduction in pay will be made for time taken off. If vacation is available, that time must be used before taking approved unpaid time off. An employee or his/her supervisor can inquire about current vacation accruals with Payroll Department at any time.

## **Holidays**

All holidays are outlined in the school site calendars for Triumph, PS7, Oak Park Prep, Sacramento Charter High School, or the SHPS Home Office respectively. It is your responsibility to consult the calendar that is applicable to your current role. Holidays are paid for all full-time employees. Full-time non-exempt employees must note holiday pay on their semi-monthly timecards.

## **Insurance Benefits**

### **Health Insurance**

Full-time employees are eligible for medical coverage upon the first day of the month *following* the date of employment or change to full-time employment. Employees receive summary descriptions of SHPS' benefit plans and employee costs from the Human Resources Coordinator. Eligible employees may enroll for medical benefits through the SHPS' benefits provider portal on-line. Access to the online portal and summary descriptions of SHPS' benefits plans and cost, will be provided by the Human Resources Coordinator.

### **Disability Insurance**

All eligible employees are covered by State of California Disability Insurance (SDI) pursuant to the California Unemployment Insurance Code. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at SHPS, or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability payments are available from the Human Resources Coordinator.

### **Unemployment Compensation Insurance**

SHPS contributes thousands of dollars each year to the Unemployment Insurance Fund on behalf of its employees. Eligibility for former SHPS employee is determined by the state and terms and amount of compensation are determined on an individual basis.

### **Workers' Compensation Insurance**

At no cost to you, you are protected by Workers' Compensation Insurance while you are an employee of SHPS. The policy covers you in case of occupational injury or illness. More details about workers' compensation insurance can be obtained from the Human Resources Coordinator.

### **Retirement Plans**

St. HOPE Public Schools employees are eligible to participate in a 401(k) retirement savings plan. Information about this plan can be obtained from the Human Resources Coordinator. SHPS matches up to 3% for eligible employees. Employees eligible for a 3% matched retirement contribution from SHPS via the 401(k) retirement savings plan include full-time employees who do not receive retirement contributions from SHPS via the California State Teachers Retirement Systems (see next paragraph). Employees may elect to enroll in this benefit through the SHPS benefits provider portal on-line. Access to the online portal will be provided by the Human Resources Coordinator. Full-time employees become eligible for participation in 401K on the first day of the month *after* completing 30 days of service.

Employees performing creditable service\* are required to participate in the California State Teachers Retirement System (STRS). For more information about eligibility for STRS contact the Human Resources Coordinator.

*\*Creditable service under the STRS DB Plan is limited to employment in California public schools for a school district, community college district, county superintendent of schools or other STRS employing agency. If a person is employed in pre-kindergarten through grade 12, the position in which he or she is employed must require that person to have the appropriate credential, certificate or permit issued pursuant to the Education Code to perform service in that position per Ed Code 22119.5. More information about STRS can be found at <http://www.calstrs.com>.*

### **Severance**

SHPS does not maintain a formal severance pay policy.

### **Bereavement Leave**

In the event of the death of a spouse, domestic partner, child, parent, legal guardian, brother, sister, grandparent, grandchild or mother-, father-, sister-, brother-, son-, or daughter-in-law, an employee may take up to three consecutive scheduled workdays off with pay with the approval of their supervisor. The Human Resources Coordinator may also approve additional unpaid time off.

### **Paid Parental Leave**

Employees are entitled to three days of paid parental leave after the birth or adoption of a child. Paid parental leave must be approved by your supervisor two weeks prior to requested leave.

### **Time Off for Voting**

In the event your work schedule does not permit you to have sufficient time to vote, before or after working hours, employees will be granted time off to participate in statewide public elections. In such situations, SHPS will pay for up to the first two hours of absence from regularly scheduled work. Any additional time beyond the provided two hours

will be without pay. Employees must give reasonable notice of the need to have time off to vote and must give at least three days' notice when three days' notice is possible.

## **Time Off for Jury and Witness Duties / Victims of Domestic Violence or Sexual Assault**

SHPS will provide employees time off to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. SHPS will also provide employees with time off to: 1) appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order; or 2) obtain any relief including a temporary restraining order, to help ensure the health, safety or welfare of a domestic violence victim or his/her child. Employees must provide reasonable notice of their intent to take time off for any reason described above and provide documentation, unless advance notice is not possible. When advance notice is not possible, the employee must give notice within a reasonable time of the absence and provide documentation supporting the reason for the absence. Employees are eligible for up to 5 days of paid leave and may use sick and/or vacation accruals, if applicable, toward additional days.

## **Time Off for Volunteer Firefighters**

If you are a registered volunteer firefighter who intends to perform emergency duty during work hours, please alert your immediate supervisor so that we are aware of the fact that you may have to take time off to perform emergency duty. In the event you are a volunteer firefighter and need to take time off for emergency duty, please alert your supervisor before leaving SHPS worksite. This leave is unpaid.

## **Time Off for Duty as Election Official**

Employees who serve the official governmental duty of acting as an election officer in a local, special or statewide election, you are eligible for an unpaid leave on the day of the election. Please give your supervisor as much notice as possible if you plan to serve as an election official. This leave is unpaid.

## **Time Off for Attending Child's School Discipline**

If you are the parent or legal guardian of a child who has been suspended, you may take time off to appear in connection with the suspension. This leave is unpaid. Check with the Human Resources Department for eligibility and scheduling before taking any leave to attend a disciplinary conference. You may use vacation or personal day accruals as applicable toward this time off.

## **Time Off for Attending Child's School Activities**

If you are a parent, guardian or grandparent with custody of a preschool – 12<sup>th</sup> grade child and wish to take time off to visit the school of your child for a school activity, you may take off up to eight hours each calendar month (up to a maximum of 40 hours each school year), provided you give reasonable notice to SHPS of your planned absence. SHPS requires documentation from the school noting the date and time of your visit. This leave is unpaid. You may use vacation or personal day accruals as applicable toward this time off.

If both parents of a child work for SHPS, only one parent -- the first to provide notice -- may take the time off, unless SHPS approves both parents taking time off simultaneously.

## **Time Off for Adult Literacy Programs**

SHPS will make reasonable accommodations for any employee who reveals a literacy problem and requests that SHPS assist him or her in enrolling in an adult literacy program, unless undue hardship to SHPS would result. SHPS will also

assist employees who wish to seek literacy education training by providing employees with the location of local literacy programs.

SHPS will take reasonable steps to safeguard the privacy of any employee who identifies himself or herself as an individual with a literacy problem. An employee who wishes to identify himself or herself as such an individual can contact the Human Resources Coordinator directly.

While SHPS generally encourages employees to improve their literacy skills, SHPS will not reimburse employees for the costs incurred in attending a literacy program. This leave is unpaid. You may use vacation or personal day accruals as applicable toward this time off.

## **WORK CONDITIONS & HOURS**

### **Security Protocols**

SHPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering on school property, in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor immediately. Secure your desk or office at the end of the day or whenever you are away from your office or workspace. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. Employees are also responsible for their personal vehicles, and any personal items left inside said vehicle while parked on SHPS property.

The security of facilities, as well as, the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. In addition, depending on the key and the facility, re-keying fees in the event of a lost key could be exorbitant. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached. An employee's keys and security access codes or passes are to be used only by the employee and are not to be given out to any other person. Only authorized Facilities and Information Technology employees may distribute keys and passcodes.

### **SHPS Property and Facilities**

All SHPS property and facilities, including desk areas, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, telephones, modems, facsimile machines, duplicating machines and vehicles are to be used only for SHPS' business and must be properly used and maintained. This policy will be strictly enforced. SHPS reserves the right, at any time, and without prior notice, to inspect any and all of SHPS facilities to ensure that SHPS' policy is being followed. Such inspections may be conducted during or after business hours and in the presence or absence of any employee.

SHPS' computer systems and other technical resources, including any voicemail or electronic mail systems, are provided for business use only and all such communications are subject to review and monitoring by SHPS. Employees do not have a reasonable expectation of privacy when using SHPS computer systems and other technical resources.

SHPS-issued cell phones may NOT be used for personal use. SHPS landline phones may be used for limited personal use for local calls. Long-distance calls are not permitted from any SHPS-issued phone.

SHPS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

- The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious belief or political beliefs may not be displayed or transmitted.
- SHPS retains a copy of all passwords for access to an employee's personal E-mail. System security features, including passwords and delete functions, do not neutralize SHPS' ability to access any message at any time. Employees must be aware that the possibility of such access by SHPS always exists and employees do not have a reasonable expectation of privacy when using SHPS' computer systems and other technical resources.

Violation of this policy will be grounds for immediate termination.

## **Smoking**

SHPS supports all federal, state and local ordinances concerning the regulation of smoking in the workplace. SHPS operates non-smoking facilities. Smoking is prohibited anywhere on SHPS property or property leased by SHPS.

## **Safety**

SHPS is firmly committed to maintaining a safe and healthy working environment. All SHPS employees are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on SHPS premises, or in a product, facility, piece of equipment, process or business practice for which SHPS is responsible, bring it to the attention of your supervisor immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately, and if necessary, immediately contact the Superintendent regarding the problem.

## **Complaint Procedures and SHPS' Response**

SHPS requires all employees to report any incidents of discrimination or harassment forbidden by the "Harassment and Discrimination Policy" (included in this Handbook) immediately so that complaints can be quickly and fairly resolved (see page 28). If you witness or believe you have been subjected to discrimination, harassment, or retaliation by a co-employee, supervisor, vendor, contractor, client or customer, you must immediately report the incident(s) to any supervisor or the Human Resources Coordinator. If you witness or believe you have been subjected to harassment by a non-employee, you must report it to the Human Resources Coordinator. If the Human Resources Coordinator is unavailable, report harassment by a non-employee to the Superintendent. Detailed information -- including names, descriptions, and actual events or statements made -- will greatly enhance SHPS' ability to investigate these matters. Any documents supporting the allegations should also be submitted. Based on your information, SHPS will conduct an effective, thorough and objective investigation.

During an investigation and in imposing any discipline, SHPS will attempt to keep the investigation as confidential as allowed by the situation. Employees are prohibited from discussing a pending investigation with fellow employees. Those who violate this policy may be disciplined up to and including termination.

If SHPS determines that its policies have been violated, it will take prompt effective action which is appropriate under the circumstances, as determined by its investigation. This could include discipline, up to and including termination. In the event of harassment or discrimination by an individual who is not employed by SHPS, reasonable and appropriate corrective action will be taken to the extent possible.

## Prohibited Retaliation

SHPS prohibits any and all retaliation against an employee who reports harassment or discrimination and/or cooperates in any investigation. Any supervisor or employee who retaliates against the accuser, witness or those otherwise involved in the investigation will be disciplined, up to and including termination. You should report every instance of retaliation to a supervisor or the Human Resources Coordinator.

## Administrative Complaint Process

SHPS has a formal complaint process set forth in writing that is available to you through the Human Resources Coordinator. In addition to following this complaint process, you may also contact the United States Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing, the federal and state agencies that investigate and prosecute complaints of prohibited harassment and discrimination in employment. Contact information for the nearest office can be found at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). Contact information and a description of your health, safety and workplace rights can also be found on posted notices at individual school sites.

## Overtime

Employees who are classified as non-exempt will be compensated for approved overtime hours worked in accordance with all federal and state requirements. Exempt employees do not qualify for overtime pay and therefore are not subject to this policy.

Generally, unless an alternate workweek is in effect or state law dictates otherwise, non-exempt, employees will be paid at a rate of *one and one-half times* their regular hourly rate for:

- Hours worked in excess of 8 hours in a day;
- Hours worked in excess of 40 hours in a week not already compensated as daily overtime
- For the first 8 hours of work on the 7th day of work in a single workweek

Non-exempt employees will be paid *double* their regular hourly rate for:

- Hours worked in excess of 12 hours in a day
- Hours worked in excess of 8 hours on a 7th day of work in a single workweek

Non-exempt employees are not permitted to work overtime without prior approval from management supervisor. Non-exempt employees who work unauthorized overtime are subject to disciplinary action, up to and including termination.

Holidays, jury duty and/or days taken for any type of leave do not count as hours worked and are not computed into the workweek for overtime purposes.

## Rest and Meal Periods

### Meal Periods

In accordance with CA Labor Code Section 512, SHPS will make available an unpaid 30-minute meal period for non-exempt employees who work a period of *more than five hours*. The meal period will be made available by the end of the fifth hour of work. If the work period is fewer than 5 hours, then the meal period may be waived by mutual consent of the employee and SHPS. If the employee works more than 10 hours, then SHPS will make available a second 30-minute meal period to the employee, which will be made available by the end of the tenth hour of work. The employee and

SHPS can mutually waive the second meal period only if the first meal period was not waived, and the work period does not exceed 12 hours. Meal waiver forms are available through the Human Relations Department and its coordinator.

Non-exempt employees are required to record on their timesheets the beginning and end of each meal period, and should be prepared to resume work promptly after the conclusion of the meal period. Non-exempt employees are not permitted to perform any work of any kind during their meal period, without first completing a meal waiver form. Supervisors are not authorized to instruct a non-exempt employee to skip or otherwise miss a meal period. If a non-exempt employee fails to take a provided meal period or engages in work while on break, without first completing a waiver form, the employee may be disciplined, up to and including termination. Non-exempt employees are required to immediately notify their supervisor if they missed a meal period, but in no event more than one day later. Any violation of this policy may lead to discipline, up to and including termination of employment.

### **Rest Periods**

Non-exempt employees are entitled to take a 10-minute paid rest period for every 3.5 - 6 hours of work time, and are entitled to a second 10-minute paid rest period for 6 – 10 hour periods and, are entitled to a third 10-minute paid rest period if an employee works more than 10 hours and up to 14 hours. Breaks may not be combined or added to meal periods, nor may they be used to compensate for coming to work late or leaving work early. Supervisors are not authorized to instruct a non-exempt employee to skip or otherwise miss a rest period. Any violation of this policy by a supervisor may lead to discipline, up to and including termination of employment.

If you have not been provided a meal or rest break, you should immediately notify the Human Resources Coordinator in writing within 24 hours. Failure to do so may lead to discipline up to and including termination.

## **LEAVES OF ABSENCE**

This Handbook contains only a summary of the leaves that may be available. Some types of leave have detailed requirements regarding eligibility, duration, and benefits. Employees are required to contact the Human Resources Coordinator prior to taking any leave for information about leave requirements and make sure you understand the requirements and ramifications of any leave. Employees having questions regarding this policy should contact the Human Resources Coordinator.

### **Unpaid Leave of Absence**

SHPS may grant unpaid leaves of absence to employees in certain circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor and the Human Resources Coordinator during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor and the Human Resources Coordinator, it will be assumed that you do not plan to return and you have terminated your employment.

SHPS provides leaves of absences to its employees for:

- Family and medical leave under Family and Medical Leave Act (“FMLA”) and California Family Rights Act (“CFRA”)
- Pregnancy leave for up to four months in accordance with the California Fair Employment and Housing Act (“FEHA”)
- Disability leave as required to reasonably accommodate employees with a workplace injury or a qualified disability under the Americans with Disabilities Act (“ADA”) and the FEHA



- Other leave of absences as required by law

## **Family and Medical Leave**

SHPS will grant family and medical leave in accordance with the requirements of applicable state and federal law in effect at the time the leave is granted. Employees are required to contact Human Resources as soon as they become aware of the need for a family or medical leave.

### Family and Medical Leave Act

Eligibility. To be eligible for family and medical leave under the FMLA, an employee must (1) have worked for SHPS for at least 12 months prior to the date on which the leave is to commence; and (2) have worked at least 1,250 hours in the 12 months preceding the leave.

Leave Available. Eligible employees may receive up to a total of 12 work weeks of unpaid leave during a 12-month period. The 12-month period begins on the date of an employee's first use of federal family and medical leave. Successive 12-month periods commence on the date an employee's first use of such leave after the preceding 12-month period has ended. Leave may be used for the following:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his/her job;
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that causes: (1) a period of incapacity resulting in the need for inpatient care in a hospital, hospice, or medical care facility, or (2) absence from work, school, or other regular activities for more than three calendar days and that requires continuing treatment or supervision by a healthcare provider, or (3) a need for continuing treatment or supervision by a healthcare provider for a condition so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days; or (4) a need for continuing treatment or supervision by a healthcare provider for prenatal care. Employees with questions about what illnesses are covered under this FMLA policy should consult with Human Resources.

If a husband and wife both work for SHPS and each wishes to take leave for the same qualifying reason, the husband and wife may only take a combined total of a single leave period entitlement.

Service Member Family Leave. The National Defense Authorization Act added provisions to the FMLA allowing for additional circumstances in which eligible employees may take leave. In addition to the circumstances discussed above, leave may also be used for the following:

- (1) An exigency arising out of a covered service member's active duty or call to active duty.

An eligible employee whose spouse, son, daughter or parent either has been notified of an impending call or order to active military duty or who is already on active duty may take up to 12 weeks of leave for qualifying exigency related to the family member's call-up or service in support of a contingency operation. Human Resources will determine whether the reasons related to the call-up or service for which the leave is requested constitutes a qualifying exigency. The leave may commence as soon as the individual receives the call-up notice. This leave would be counted toward the employee's 12-week maximum of FMLA leave in a 12-month period. Some examples of a qualifying exigency leave are:

- Short-notice deployment
- Attending certain military events
- Arranging for alternative or providing immediate childcare, or attending certain school activities
- Addressing certain financial and legal arrangements
- Periods of rest and recuperation for the military family member
- Attending post-deployment activities or to address issues arising from the death of a covered military family member while on active duty status

Other activities arising out of the military family member's active duty or call to active duty status that are agreed upon by SHPS and the employee as to qualification as an exigency, timing, and duration of the leave.

- (2) To care for an injured or ill service member.

An eligible employee may take up to 26 weeks of leave in a 12-month period to care for a spouse, son, daughter, parent or next-of-kin injured or recovering from an injury suffered while on active military duty and who is unable to perform the duties of the service member's office, grade, rank or rating. Next-of-kin is defined as the closest blood relative of the injured or recovering service member. An employee is also eligible for this leave when the family service member is receiving medical treatment, recuperation or therapy, even if the service member is on temporary disability retired list. This leave provision may extend an employee's leave entitlement beyond 12 weeks to 26 weeks in a 12-month period. 26 weeks is the maximum combined leave entitlement in a 12-month period regardless of whether other circumstances that would qualify for FMLA leave arise. The leave described in this paragraph is only available during a single 12-month period.

Intermittent Leave. Under some circumstances, employees may take FMLA leave intermittently, which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule.

As discussed below, pregnant employees may have the right to take a pregnancy disability leave in addition to FMLA leave and should contact Human Resources regarding their specific situation.

Notice and Certification. Employees seeking to use family or medical leave are required to provide:

- (1) 30-day advance notice when the need for the leave is foreseeable
- (2) If the need is not foreseeable, employees are required to provide notice as soon as practicable under the circumstances
- (3) Medical certification from a health-care provider prior to the commencement of leave or within 15 days after it is requested or as soon as practicable under the circumstances
- (4) Periodic re-certification
- (5) Periodic reports during the leave.

Employees requesting service member FMLA leave to care for a covered injured or ill service member must provide certification of the injury, recovery or need for care. This certification is not tied to a serious health condition as with other types of FMLA leave but rather to the ability of the service member to perform the duties of the service member's office, grade, rank or rating.

Employees requesting service member FMLA leave for a qualifying exigency related to a family member's call-up or active service must provide documentation such as military orders or another official Armed Forces communication. For service member FMLA leave regarding a qualifying exigency, notice should be provided to Human Resources as soon as is practicable.

When leave is needed to care for an immediate family member or the employee's own serious health condition, and is for planned medical treatment, the employee must try to schedule treatment so as not to unduly disrupt SHPS's operation.

Compensation During Leave. Family and medical leave is unpaid. SHPS may require an employee to use accrued vacation, personal days, and/or sick time to cover some or all of the family and medical leave. All such payments will be coordinated with any state disability or other wage reimbursement benefits for which you may be eligible. At no time shall an employee receive a greater total payment than the employer's regular compensation. The use of paid time-off will not extend the length of leave to which you are otherwise entitled. Employees do not continue to accrue sick, personal, or vacation time during any length of leave.

Benefits During Leave. SHPS will continue to pay its share of group health insurance premiums for an employee, dependents and family elected on family and medical leave for 12 weeks if such insurance was provided before the leave was taken and on the same terms as if the employee had to continue to work. Employees will be required to pay any benefit payroll deductions that would normally be deducted from their paycheck each payday by sending a check to SHPS for that amount for each month they are on leave. Employees on leave for more than 12 weeks can elect to use COBRA continuation coverage. SHPS does not continue to pay its share of group health insurance premiums for an employee leave extending beyond 12 weeks. In all instances, SHPS will bill an employee to recover premiums it paid to maintain health coverage for an employee who fails to return to work following family and medical leave.

Reinstatement. Generally, upon the submission of a fitness for duty form from a healthcare provider that an employee is able to return to work after a family and medical leave, an employee will be reinstated to his/her previous position, or to an equivalent position with equal pay, benefits, and other employment terms and conditions. However, an employee returning from a family and medical leave has no greater right to reinstatement than if the employee had been employed continuously rather than on leave. For example, if an employee on family and medical leave would have been laid off had he or she not gone on leave, or if an employee's position is eliminated during the leave, then the employee would not be entitled to reinstatement.

An employee's use of family and medical leave will not result in the loss of any employment benefits that the employee earned or was entitled to before using family and medical leave.

## **California Family Rights Act**

Similar to the FMLA, the CFRA permits eligible employees up to 12 weeks of unpaid leave for specific qualifying reasons. CFRA provides that 12 weeks of unpaid leave may be taken by an employee for:

- (1) The birth or placement of a child for adoption or foster care
- (2) To care for an immediate family member (including registered domestic partners) with a serious health condition
- (3) To care for employee's own serious health condition (excluding pregnancy related disability as California Pregnancy Disability Leave provides up to an additional four months of unpaid leave for that purpose).

Employee eligibility requirements are the same as under FMLA leave and the same or similar certification procedures apply. Where applicable, leave taken by an employee under the CFRA will run concurrently with leave taken under FMLA.

### **Legal Compliance**

This policy will be interpreted and applied in accordance with applicable laws. SHPS retains all rights and defenses under applicable law.

### **California Pregnancy Disability Leave**

SHPS will grant an unpaid Pregnancy Disability Leave to employees disabled on account of their pregnancy, childbirth, or related medical condition up to four months in accordance with California law. Otherwise, disability due to pregnancy, childbirth, or related medical conditions will be treated like any other disability.

Leave Available. Pregnancy Disability Leave provides that an employee disabled due to pregnancy, childbirth, or related condition may take up to a maximum of four months of unpaid leave. As an alternative, SHPS may transfer the employee to a less strenuous or hazardous position if the employee requests, at the direction of her physician, and if the transfer can be reasonably accommodated. Pregnancy Disability Leave can be taken intermittently or on a reduced work schedule basis. Time off for prenatal care, severe morning sickness, doctor ordered bed rest, childbirth and recovery from childbirth would all be covered by Pregnancy Disability Leave.

Leave taken under the Pregnancy Disability Leave policy runs concurrently with the federal Family and Medical Leave Act, but not with family and medical leave under the California Family Rights Act.

Notice and Certification Requirements. An employee must provide Human Resources with at least thirty days advance notice before taking Pregnancy Disability Leave or of the need to transfer if foreseeable. If advance notice is not practicable, notice must be given to Human Resources as soon as practicable. SHPS will require an employee requesting Pregnancy Disability Leave to provide a certification from the employee's health care provider that either the employee is disabled due to pregnancy or that it is medically advisable for the employee to be transferred to a less strenuous or hazardous position. The certification should specify the date disability began or transfer became medically advisable, the probable duration of the disability or need for transfer, and a statement that the employee is unable to work due to disability or that transfer is medically advisable. SHPS may require the employee to provide a "return to work" release from her healthcare provider consistent with the SHPS's requirement of such releases from other similarly-situated employees returning to work from a non-pregnancy related disability leave or transfer.

Employees may use accrued sick or vacation if applicable during Pregnancy Disability Leave. All such payments will be coordinated with any state disability or other wage reimbursement benefits for which you may be eligible. At no time shall an employee receive a greater total payment than the employee's regular compensation. The use of paid time off will not extend the length of the leave to which the employee is otherwise entitled.

Benefits During Leave. If the employee taking Pregnancy Disability Leave is eligible for leave under the federal or state family leave laws, SHPS will maintain the employee's group health insurance coverage for up to a maximum of 12 work weeks per 12-month period if such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. Employees will be required to continue contributing payroll deductions to SHPS on a monthly basis. In all instances, SHPS will recover premiums it paid to maintain health coverage for an employee who fails to return to work following Pregnancy Disability Leave. If ineligible under the federal and state family and medical leave laws, employees on Pregnancy Disability Leave will receive continued paid coverage on the same basis as employees taking other leaves. Employees should contact Human Resources for further information.

Reinstatement. Upon the submission of a fitness for duty form from a healthcare provider that an employee is able to return to work, the employee will, in most circumstances, be offered the same position held at the time of the leave or an equivalent position. However, an employee is not entitled to any greater right to reinstatement than if the employee had been employed continuously rather than on leave. For example, if the employee would have been laid off if she had not gone on leave, the employee will not be entitled to reinstatement. Similarly, if the employee's position has been filled in order to avoid undermining SHPS's ability to operate safely and efficiently while the employee was on leave, and there is no equivalent position available, then reinstatement will be denied.

Lactation Accommodation Upon Return to Work. Upon an employee's return to work, SHPS will reasonably accommodate an employee who wishes to express breast milk at work for the care of an infant child. SHPS will provide a private area designated for this purpose. Contact your supervisor or the Human Resources Coordinator if you are unsure of the designated area. Full-time non-exempt employees may use their two paid break periods for this purpose. Any additional breaks needed for this purpose will be unpaid and should be discussed with your supervisor or Human Resources.

## **California Paid Family Leave**

In addition to unpaid leave, employees may also be eligible for state disability insurance benefits. In California, state disability insurance benefits include Family Temporary Disability Insurance ("FTDI") benefits or Paid Family Leave as administered by the State Disability Insurance ("SDI") program. Paid Family Leave is disability insurance benefits paid by the state that functions as a partial wage replacement for workers who suffer a wage loss when they take time off work to care for a seriously ill family member or bond with a new minor child. Following a seven-day waiting period, employees may be entitled to Family Temporary Disability Insurance benefits for up to six weeks in any 12-month period for leave caused by the birth of a child of the employee or the employee's domestic partner; placement of a child in connection with adoption or foster care; the serious health condition of a child of the employee, spouse or domestic partner; or the serious health condition of the employee's spouse, parent, or domestic partner. Employees will be required to use up to two weeks of accrued vacation or personal days before collecting FTDI benefits. Employees also will be required to provide medical certification of the need to care for a family member and an estimate of the time their assistance will be required. Any FTDI leave will run concurrently with other leaves provided by applicable federal or state law or SHPS policy as permitted under state and federal law. Employees on FTDI leave are not entitled to any reinstatement rights unless provided by other applicable federal or state law or another SHPS policy. SHPS will not retaliate against any employee for taking FTDI leave.

Employees may apply for Paid Family Leave by submitting a claim to the California Employment Development Department. More information on Paid Family Leave and other state disability insurance benefits is available at <http://www.edd.ca.gov>. FTDI is a government paid benefit and SHPS does not decide whether you are eligible or not.

### **Military Leave**

Leave without pay is provided to employees who enter military service of the Armed Forces of the United States or are in the Armed Forces Reserves. Such employees are afforded reemployment rights and retain full seniority benefits for all prior service upon reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act as well as any applicable state law. Employees seeking military leave should bring their military service orders to Human Resources as soon as practicable.

The National Defense Authorization Act, which amends the Family and Medical Leave Act, provides time off for a spouse, son, daughter, parent, or next of kin in order to care for a member of the Armed Forces who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness or to address a qualifying exigency arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

In addition, an eligible California employee whose spouse is a military serviceman or servicewoman deployed during a period of military conflict may request up to 10 days of unpaid leave during the period the military spouse is on leave from deployment in order to spend time together. To be eligible for this leave, an employee must work an average of 20 or more hours per week and the employee's spouse must be a qualified member of the United States Armed Forces, National Guard or Reserves deployed during a period of military conflict. The employee also must provide reasonable notice of intention to take Family Military Leave, preferably within 2 business days of receiving official notice that the employee's spouse will be on leave from deployment and documentation certifying that the employee's spouse will be on leave from deployment during the time the employee requests leave. The leave is unpaid unless the employee elects to use accrued vacation time or personal days. This same unpaid leave benefit is available to a qualified employee whose domestic partner is a qualified service member.

### **Victims of Crime Leave**

SHPS will grant reasonable and necessary leave from work, without pay, to employees who are victims, or whose spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, stepfather, domestic partner, child of a domestic partner or parent of a domestic partner is a victim of a violent or serious felony for the purposes of attending legal proceedings related to the crime. Employees must provide reasonable notice of their intent to take time off for any reason described above and provide documentation, unless advanced notice is not possible. When advance notice is not possible, the employee must, within a reasonable time period of the absence, provide documentation supporting the reason for the absence. This leave is unpaid. Employees may use accrued sick and/or vacation time or personal days toward this leave.

### **Drug/Alcohol Rehabilitation Leave**

If you decide to voluntarily enter a drug or alcohol rehabilitation program, you may be eligible for an unpaid leave of absence to participate in the program. SHPS will take reasonable steps to safeguard the privacy of any employee who identifies himself or herself as an individual with a drug or alcohol problem. An employee who wishes to identify himself or herself as such an individual can contact the Human Resources Coordinator directly.

While SHPS generally encourages employees to take action to treat drug and alcohol problems, SHPS will not reimburse employees for the costs incurred in attending a rehabilitation program. Employees may, however, use accrued sick leave or vacation time or personal days during a requested leave.

## **EMPLOYEE CONDUCT**

### **Personal Standards**

Because each employee is a representative of SHPS in the eyes of our students and the public, employees are expected to act accordingly. Employees are expected to maintain a professional demeanor while attending any SHPS or SHPS-related event.

### **Dress Code**

All SHPS employees are expected to maintain a professional image and dress in a manner that is consistent with their responsibilities. In the interest of presenting a professional image, all employees are to observe good habits of grooming and personal hygiene. Employees are encouraged to discuss specific questions regarding appropriate dress with their supervisor.

The ordinary dress for SHPS staff and faculty is at minimum business casual. The following items are an illustrative list of the types of clothing that are not acceptable. This list is not comprehensive:

- T-shirts
- Shorts
- Skirts or dresses that are more than 1 inch above the knee
- Tights/leggings without skirt or dress that measures no shorter than 1 inch above the knee
- Sleeveless clothing which does not cover undergarments
- Low cut blouses, see-through clothing, visible cleavage
- Inappropriately tight or revealing clothing
- Athletic shoes
- Flip flips (and any shoe that does not have heel strap)
- Jeans
- Sweatpants
- Hats or head coverings of any kind for non-religious purposes

Physical Education teachers, coaches who do not have secondary role on campus, operations and maintenance staff should dress in a manner appropriate to their duties.

Employees may not attach, affix or display jewelry through the tongue, cheek, lip, eyebrow or any exposed body part except for earrings or nose. Jewelry affixed to the nose is restricted to small studs or gemstones.

Tattoos and brands anywhere on the body that are obscene, advocate sexual, racial, ethnic or religious discrimination or that are of a nature that tends to bring discredit to SHPS are prohibited. Prohibited alterations, modifications, tattoos or brands must be covered with articles of clothing, or other appropriate material if the tattoo is small, so they are not visible to students or other employees.

The following dress code exceptions are examples of specific days /events where the expectations for dress may change:

Sac High 'Dragon Dress Days': Jeans and tennis shoes are acceptable.

PS7 Friday: PS7 tee shirts and/or clothing with college logos are acceptable.

Supervisors may give additional dress code exemptions to staff for special assignments.

All school-based staff should reference their particular school site handbook for additional dress code guidance.

## **Voluntary Termination**

In addition to the termination rights identified in the employee's offer letter if any, SHPS will consider an employee to have voluntarily terminated his/her employment if the employee does any of the following: 1) Elects to resign from SHPS; 2) Fails to return from an approved leave of absence on the date specified by SHPS; 3) Fails to report for work without notice to SHPS for three consecutive days; or 4) fails to finish a scheduled shift/assignment without prior approval.

When an employee terminates his/her employment with SHPS, he or she will be entitled to all accrued but unused vacation and/or personal day pay. If the employee is participating in the medical and/or dental plan, he or she will be sent information on his/her rights under COBRA.

## **Prohibited Conduct**

There are many of us working together here at SHPS, and we need to guard our security, our personal safety and our welfare. The following is an illustration, but not an exhaustive list, of conduct that is prohibited and will not be tolerated by SHPS.

- Falsification of employment records, employment information or other SHPS records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage of any SHPS, or SCUSD property or the property of any employee or student.
- Provoking a fight or fighting during working hours or on SHPS property.
- Participating in horseplay or practical jokes on SHPS time or on SHPS premises.
- Carrying firearms or any other dangerous weapons on SHPS premises at any time with exception of Director of Security or other approved personnel by the Superintendent
- Consuming, possessing or being under the influence of alcohol and/or drugs during working hours or at any time on SHPS property.
- The use of abusive or threatening language, of any kind, toward a student or coworker.
- Unreported absences.
- Unauthorized use of SHPS, or SCUSD equipment, time, materials, facilities or any St. HOPE Public School names.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including rest and lunch periods.
- Engaging in criminal conduct whether or not related to job performance.
- Causing, creating or participating in a disruption of any kind during working hours or on SHPS property.



- Soliciting other employees for membership, funds or other similar activity in connection with any outside organization during your working time or the working time of the employee solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods).
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Removing or borrowing SHPS, or SCUSD property without prior authorization.
- Making or accepting personal telephone calls during paid work hours except in emergencies.
- Using SHPS-issued cell phone for personal use.
- Failure to provide a physician's certificate when requested or required to do so.
- Wearing extreme, unprofessional or inappropriate styles of dress or hair while working.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures, any violation of the Prohibited Harassment policy or using profane or abusive language at any time on SHPS premises.
- Violation of any safety, health, security or SHPS' policy or rules.
- Working overtime without authorization or refusing to work assigned overtime.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Threatening, committing or encouraging any act of violence in the workplace or against any employee, supplier or customer of SHPS. Workplace violence is not a joking matter; all statements will be taken seriously.
- Misuse of school funds.
- Making unauthorized copies of keys to the school facility or unauthorized distribution of keys to the school facility.
- Unacceptable job performance.
- Dishonesty.
- Use of personal social media on company time or inappropriate posting via social media while representing SHPS.

## **Drug and Alcohol Use**

It is the intent of SHPS to promote a safe, healthy and productive work environment for all employees. SHPS recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or SHPS' success. It is SHPS' objective to have a work force that is free from the influence of controlled substances (illegal drugs) and alcohol during work hours. SHPS will not tolerate employees who are under the influence of controlled substances or alcohol during work hours. Additionally, SHPS will not tolerate employees who use, possess or offer for sale controlled substances or alcohol on SHPS owned or leased property at any time and will be terminated effective immediately.

## **Punctuality and Attendance**

Employees at SHPS are expected to attend work according to their calendar and schedule and to be punctual at all times. Any tardiness or absences causes problems for your fellow employees and your supervisor. When you are absent, your workload must be performed by others, just as you must assume the workload of others who are absent. In order to limit problems caused by absence or tardiness of employees, SHPS has adopted the following policy that applies to absences not previously approved by SHPS.

If you are unable to report for work on any particular day, you must call or email your supervisor *at least one hour before* the time you are scheduled to begin working for that day. If you call or email in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances, you must call or email your supervisor on any day you are scheduled to work and will not report to work. All school-based instructional staff must follow the substitute policies set forth at their particular school.

More than three instances of tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive. Excessive tardiness or unexcused absences may result in disciplinary action up to and including termination.

If any employee fails to report for work without any notification to a supervisor and the absence continues for a period of three business days, SHPS will consider that the employee has abandoned employment and has voluntarily resigned.

## **Prohibited Harassment and Discrimination**

SHPS is committed to providing a workplace free of unlawful harassment and discrimination. We maintain a strict policy prohibiting all forms of unlawful harassment and discrimination based on race, religious creed, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or any other characteristic protected by state or federal employment discrimination laws. Harassment or discrimination based upon a protected class characteristic violates this policy and will not be tolerated.

This policy also prohibits harassment and discrimination based on the perception that anyone has any of the protected characteristics or is associated with a person who has or is perceived to have any of those characteristics.

SHPS' Prohibited Harassment and Discrimination policy prohibits all offensive conduct, including but not limited to conduct that does not rise to the level of a legal violation and applies to all persons involved in the operation of SHPS or the use of its services, including supervisors, employees, co-workers, vendors, contractors, officers, directors, clients and customers. Everyone at SHPS is responsible for ensuring that the workplace is free from prohibited harassment and discrimination and is expected to avoid behavior or conduct that could reasonably be interpreted as prohibited harassment or discrimination.

Definition of Harassment. The conduct prohibited by this policy, whether verbal, physical or visual, includes any discriminatory action and any unwelcome conduct that is based on an employee's protected characteristic or their relatives', friends' or associates' protected characteristics. The conduct forbidden by this policy specifically includes, but is not limited to: (1) epithets, slurs, jokes, negative stereotyping, intimidating or derogatory acts that are based upon a person's protected status; and (2) written, graphic or visual material circulated within or posed in the workplace that shows hostility toward a person because of his/her protected status. SHPS prohibits such conduct in the workplace, even if the conduct is not sufficiently severe or pervasive to constitute unlawful harassment under federal or state law.

Definition of Sexual Harassment. Applicable state and federal law defines sexual harassment as unwanted sexual advances; requests for sexual favors; or visual, verbal or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; (2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

This definition includes many forms of offensive behavior. The following is a partial, non-exhaustive list of examples:

- unwanted sexual advances;
- offering employment benefits in exchange for sexual favors;
- making or threatening reprisals after a negative response to sexual advances;
- visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons or posters;
- verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes or comments about any employee's body or dress; verbal sexual advances or propositions;
- verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes or invitations;
- physical conduct such as touching, assault or impeding or blocking movements; and
- retaliation for reporting harassment or threatening to report harassment.

## **Workplace Violence**

Safety and security of employees is of vital importance to SHPS. Acts or threats of physical violence, including intimidation, harassment and/or coercion, which involve or affect SHPS or which occur on any SHPS property, will not be tolerated. Any act or threat of violence must be reported immediately to any available onsite administrator and followed up by reporting it to a supervisor and the Human Resources Coordinator.

The prohibition against threats and acts of violence applies to all persons involved in SHPS' operation including, but not limited to SHPS personnel, students, leased employees, contract and temporary workers and anyone else on SHPS property or SHPS work sites.

## **Recreational and Social Activities**

Employees of SHPS may participate in various recreational and social activities outside of their job description and regular duties that are either sponsored by or supported by SHPS. All such recreational and social activities are

completely voluntary. No employee is obligated to participate in any recreational or social activity, and no employee's work-related duties include participation in such activities. Any employee who elects to participate in any recreational or social activity does so at his/her own risk. Pursuant to California Labor Code section 3600(a)(9), SHPS shall not be liable for the payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social or athletic activity. SHPS further disclaims any and all liability arising out of an employee's participation in any offered recreational or social activity. The employee shall be solely responsible for any injuries or damages arising out of such participation.

## **Limitations on Solicitation, Distribution and Access**

In order to maintain and promote efficient operations, discipline, and security, SHPS maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should consult with his/her supervisor immediately. These rules are:

- No employee shall sell merchandise or solicit or promote support for any cause or organization other than St. HOPE Public Schools during his/her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.
- No employee shall distribute or circulate any written or printed material (e.g. fundraising flyers, notice of athletic events) *other than* those approved by SHPS for business purposes, in work areas at any time or during his/her working time or during the working time of the employee(s) at whom such activity is directed.
- Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on SHPS property.

## **MISCELLANEOUS**

### **Whistleblower**

If any employee reasonably believes that some policy, practice, or activity of St. HOPE Public Schools (SHPS) is in violation of law, a written complaint may be filed by that employee with the Human Resources Coordinator.

It is the intent of SHPS to adhere to all laws and regulations that apply to the organization, and the underlying purpose of this provision is to support the organization's goal of legal compliance. The support of all employees is necessary to achieve compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of SHPS and provides SHPS with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to employees who comply with this requirement.

SHPS will not retaliate against an employee who, in good faith, has made a protest or raised a complaint against some practice of SHPS, or of another individual or entity with whom SHPS had a business relationship, on the basis of a reasonable belief that the practice is in violation of law or a clear mandate of public policy.

SHPS will not retaliate against an employee who discloses or threatens to disclose to a supervisor or a public body any activity, policy, or practice of SHPS that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate or public policy concerning health, safety, welfare, or protection of the environment.

St. HOPE Public Schools  
2014-2015  
Payroll Schedule

<b>Pay Period Starts</b>	<b>Pay Period Ends</b>	<b>Timesheets to be submitted to the Accounting Dept. no later than:</b>	<b>Date Paid</b>
7/1/2014	7/15/2014	7/16/2014	7/22/2014
7/16/2014	7/31/2014	8/1/2014	8/7/2014
8/1/2014	8/15/2014	8/18/2014	8/22/2014
8/16/2014	8/31/2014	9/2/2014	9/5/2014
9/1/2014	9/15/2014	9/16/2014	9/22/2014
9/16/2014	9/30/2014	10/1/2014	10/7/2014
10/1/2014	10/15/2014	10/16/2014	10/22/2014
10/16/2014	10/31/2014	11/3/2014	11/7/2014
11/1/2014	11/15/2014	11/17/2014	11/21/2014
11/16/2014	11/30/2014	12/1/2014	12/5/2014
12/1/2014	12/15/2014	12/16/2014	12/22/2014
12/16/2014	12/31/2014	12/23/2014	1/7/2015
1/1/2015	1/15/2015	1/16/2015	1/22/2015
1/16/2015	1/31/2015	2/2/2015	2/6/2015
2/1/2015	2/15/2015	2/17/2015	2/20/2015
2/16/2015	2/28/2015	3/2/2015	3/6/2015
3/1/2015	3/15/2015	3/16/2015	3/20/2015
3/16/2015	3/31/2015	4/1/2015	4/7/2015
4/1/2015	4/15/2015	4/16/2015	4/22/2015
4/16/2015	4/30/2015	5/1/2015	5/7/2015
5/1/2015	5/15/2015	5/18/2015	5/22/2015
5/16/2015	5/31/2015	6/1/2015	6/5/2015
6/1/2015	6/15/2015	6/16/2015	6/22/2015
6/16/2015	6/30/2015	7/1/2015	7/7/2015

Date paid is normally (7) calendar days from the timecard end date. If that date falls on a weekend or a holiday of the Home Office Holiday Calendar, the "Date Paid" is the prior business day.

**THIS PAGE HAS BEEN INTENTIONALLY LEFT BLANK**

**SHPS EMPLOYEE HANDBOOK**  
**Acknowledgment of Receipt**

This employee handbook has been prepared for your information and understanding of the policies, philosophies, practices and benefits of St. HOPE Public Schools ("SHPS"). PLEASE READ IT CAREFULLY. Upon completion of your review of this handbook, please sign the statement below and return it to your supervisor by the due date below.

This is to acknowledge that on \_\_\_\_\_ [date] I received and reviewed a copy of the SHPS Employee Handbook and understand its contents. I understand that the statements in the Handbook are guidelines for employees concerning some of SHPS' policies and are not intended to create any express or implied contractual or other legal obligations or alter my at-will employment status with SHPS. I also understand that nothing in this Handbook creates a promise of future benefits or a binding contract for benefits or for any other purpose. I agree to abide by the policies in the Handbook and if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from the Human Resources Department.

I acknowledge that SHPS may modify or rescind any policies, practices, or benefits described in the Handbook except my at-will employment status, at any time without prior notice to me.

I understand that SHPS is an "at-will" employer and as such, employment with SHPS is not for a fixed term or definite period and may be terminated at the will of either party, with or without cause, and without prior notice. No supervisor or other representative of SHPS with the exception of the SHPS Board of Directors (who must put the agreement in writing) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to SHPS' at-will employment policy. Accordingly, I will not interpret this Employee Handbook in any way that will create any expressed or implied contract rights by SHPS and me.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please return this signed and dated page to the Human Resources Coordinator via the HR mailbox at your school site.**



## ELEMENT 7: RACIAL AND ETHNIC BALANCE

### Contents

- 7.1 Student Recruitment Materials, English and Spanish
  - 7.1.1 OPPA Fact Sheet and Lottery Application, Spanish
  - 7.1.2 OPPA Fact Sheet and Lottery Application, English
  - 7.1.3 OPPA Family Info Night, Spanish
- 7.2 Current Student Demographics
- 7.3 ELL Recruitment Efforts
- 7.4 OPPA Student Zip Code Breakdown



# Oak Park Prep

Oak Park Preparatory Academy

Tener Éxito.

[www.oakparkprep.org](http://www.oakparkprep.org)



*"Oak Park Preparatory Academy es una escuela secundaria de grados 7-8, que ha comprometido a proporcionar a los estudiantes las habilidades y formación necesarias para convertirse en miembros contribuyentes de la escuela, la familia y la comunidad."*

*- Paul Schwinn, el Director*

## Nuestra Escuela

Oak Park Prep es una escuela charter que educa a los alumnos en los grados de siete y ocho y es parte de Escuelas Públicas de St. HOPE. St. HOPE tiene escuelas muy buenos de Pre-K al duodécimo grado en el área de Sacramento de Oak Park y está a la vanguardia de cerrar la brecha académica para los estudiantes de Oak Park.

## Nuestra Meta

Oak Park Prep educa a los estudiantes en los grados de siete y ocho para sobresalir en una escuela secundaria riguroso y tener éxito en una universidad de cuatro años, y el plomo en la profesión elegida.

## Nuestro Programa

**Más Tiempo** - Tenemos una jornada escolar y un año para asegurar que los estudiantes cumplan con nuestras expectativas.

**Centrarse en los Temas Importantes** - Los estudiantes de Oak Park Prep recibirá 210 minutos de lectura y escritura y 90 minutos de las matemáticas todos los días.

**Educación del Carácter** - Enseñamos a los estudiantes a estar siempre preparados, respetuosa, comprometida y profesional.

## Contacto

Paul Schwinn, el Director  
[pschwinn@sthopepublicschools.org](mailto:pschwinn@sthopepublicschools.org)

### El Programa:

- Más tiempo con los maestros
- 3.5 horas de literatura y escritura
- 90 minutos de matemáticas
- Una escuela pequeña con mucha ayuda para los alumnos

Oak Park Prep sirve a los estudiantes de todos los niveles. Tenemos un programa de educación especial que es excelente.

## PARA INSCRIBIRSE:

- Aplicación de la Lotería por el reverso ➔
- Traer o Enviar a:  
Oak Park Prep  
Attn: Admissions  
2315 34th Street  
Sacramento, CA 95817
- Fax a:  
(916) 277-7105  
Attn: OPP Admissions
- E-mail a:  
[rwells@sthopepublicschools.org](mailto:rwells@sthopepublicschools.org)

Fecha límite de inscripción :

**15 de marzo 2012**

Llamar a (916) 275-9667

**SE HABLA ESPAÑOL**

## LA LOTERÍA:

- Oak Park Prep ya tiene más aplicaciones que tiene espacios para alumnos para el año que viene. Entonces, por la ley, vamos a tener una lotería a escoger los estudiantes.
- Fecha: 22 de marzo 2012
- Tiempo: 6:00pm-7:30pm
- Lugar:  
Sac High  
2315 34th Street  
Sacramento, CA 95817



**OAK PARK PREPARATORY ACADEMY (Grades 7 & 8)**  
**ADMISSIONS LOTTERY APPLICATION - 2013-2014 SCHOOL YEAR**

Call Admissions at (916) 649-7910 with any questions

**ALL APPLICATIONS ARE DUE BY MARCH 14<sup>TH</sup> AT 4:30 P.M.**

Applying for

Grade \_\_\_\_\_

Oak Park Prep is accepting applications for its ADMISSIONS LOTTERY for the 2013-2014 school year. Oak Park Prep is accepting admissions lottery applications for students entering grades 7 and 8. To enter your child into the admissions lottery, please fill out this document and submit it to one of the addresses shown at the bottom of this form.

**Please note that this application guarantees your child a space in the lottery  
but does not constitute an offer or guarantee of enrollment at Oak Park Prep.**

Located in the Sacramento neighborhood of Oak Park, Oak Park Prep is open to all students in California.

Note: If the number of applicants exceeds the number of available spaces, then a random, public drawing ("lottery") will be held to determine admission. In the lottery, preference will be given to: siblings of existing students, children of St. HOPE Public School's employees and board members, students from last year's waitlist, and students residing within the Sacramento City Unified School District boundaries. SEE OAK PARK PREP'S 2013-14 ENROLLMENT POLICY FOR COMPLETE DETAILS. **Seats are limited. The deadline for the admissions lottery is 4:30 P.M., 3/14/2013.**

Student Name: (First) \_\_\_\_\_ (Middle) \_\_\_\_\_ (Last) \_\_\_\_\_ ☐ Male ☐ Female

Current Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Current School: \_\_\_\_\_

Assigned School District: ☐ SCUSD (Sacramento) ☐ Natomas ☐ Elk Grove ☐ Not Sure ☐ Other \_\_\_\_\_

**PLEASE NOTE IF YOUR CHILD IS CURRENTLY IN 6<sup>th</sup> GRADE, YOU ARE ENCOURAGED TO ALSO  
APPLY FOR THE PS7 MIDDLE SCHOOL LOTTERY FOR ENTRANCE INTO 7<sup>th</sup> GRADE IN 2013-14.**

Also applying to  
PS7 Middle?

☐ Yes ☐ No

Mother/Guardian Name: \_\_\_\_\_ ☐ Lives w child (please check)

Work Number: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Home Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Father/Guardian Name: \_\_\_\_\_ ☐ Lives w child (please check)

Work Number: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Home Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
Street Address City State ZIP

Language(s) spoken at home: \_\_\_\_\_ How did you hear about us? \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate whether your student has a sibling(s) and if they are applying to PS7, Oak Park Prep, or Sac High for the 2013-14 school year. Please note that each child needs to submit a separate admissions lottery application.

Sibling's Name	Age	Grade	Current School	Applying to PS7, OPP, or Sac High?
1.				
2.				
3.				

**ALL APPLICATIONS ARE DUE BY MARCH 14<sup>TH</sup> AT 4:30 P.M.**

**Admissions Lottery Applications may be submitted at the following locations:**

<b>PS7 Elementary</b> 5201 Strawberry Lane Sacramento, CA 95820	<b>Triumph</b> 4104 Martin L. King Jr. Ave. Sacramento, CA 95820	<b>Sac High</b> 2315 34 <sup>th</sup> Street Sacramento, CA 95817	<b>Oak Park Prep</b> 2315 34 <sup>th</sup> Street Sacramento, CA 95817	<b>PS7 Middle</b> 2315 34 <sup>th</sup> Street Sacramento, CA 95817
---	--	---	--	---

**OR Fax: (916) 277-6370 Attn: Admissions**

**OR E-mail [admissions@sthopepublicschols.org](mailto:admissions@sthopepublicschols.org) (must be signed)**

**Office  
use  
only**

Priority	Sibling	Employee	Waitlist	In-District	No Priority
Check at least 1					

Staff verification signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_



St. HOPE  
PUBLIC SCHOOLS



# Oak Park Preparatory Academy

Mission Statement: Oak Park Prep educates students in grades seven and eight to excel in a rigorous high school, succeed at a four-year university, and lead in their chosen profession.

## Excel. Succeed. Lead.

Oak Park Prep is a high performing, free, public, college-prep charter school for students in grades 7-8.

### Our Achievements:

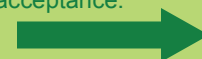
- Oak Park Prep is the highest performing middle school in the city
- On average, students grew 2.1 grade levels in reading in one school year



2012-13  
API score  
of 887

### To Apply:

1. Fill out the one-page lottery application on the back of this page.
2. Turn in to the Admissions office before March 14, 2014 at 4:00 p.m. to be included in our random public lottery.
3. If accepted at the lottery, submit a completed enrollment packet and all supporting documents within three weeks of acceptance.



### Admissions:

2315 34th Street  
Sacramento, CA 95817  
(916) 649-7910  
[www.oakparkprep.org](http://www.oakparkprep.org)



### Follow us:



### Our Students

- Receive more time with teachers through an extended school day
- Receive individualized learning
- Are exposed to a college going culture
- Learn character education
- Are changing public education in Oak Park

*St. HOPE Public Schools does not discriminate on the basis of race, color, religion, age, gender, sexual orientation, citizenship, disability, national or ethnic origin in administration of its admissions policies or education programs.*

*The Sacramento City Unified School District is not a sponsor, endorser or otherwise associated with the above. Permit #W-121*



Oak Park Preparatory Academy (OPPA)  
ADMISSIONS LOTTERY APPLICATION 2014-15



Applying for  
Grade \_\_\_\_\_

**DUE FRIDAY, MARCH 14<sup>th</sup>, 2014 AT 4:00 P.M.**

This is an ADMISSIONS LOTTERY application for the 2014-15 school year for students entering grades 7-8. To enter your child into the admissions lottery, please fill out this document and submit it to the address at the bottom of this form. Seats are limited for all grade levels. **This is an application for the Admissions Lottery, it does not guarantee enrollment (see enrollment policy).**

**Student Information:**

Student's LEGAL Name: (First) \_\_\_\_\_ (Middle Initial) \_\_\_\_\_ (Last) \_\_\_\_\_ ☐ Male ☐ Female

Date of Birth: (MM/DD/YYYY) \_\_\_\_\_ Current Grade: \_\_\_\_\_ Current School: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
Street City State ZIP

Assigned School District: ☐ SCUSD (Sac City) ☐ Elk Grove ☐ Natomas ☐ I don't know ☐ Other: \_\_\_\_\_

**Parent(s)/Guardian(s):**

1. ☐ Mother or ☐ Guardian: (First) \_\_\_\_\_ (Last) \_\_\_\_\_ Primary Guardian? ☐ Yes ☐ No

Primary Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

2. ☐ Father or ☐ Guardian: (First) \_\_\_\_\_ (Last) \_\_\_\_\_ Primary Guardian? ☐ Yes ☐ No

Primary Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Language(s) spoken at home: \_\_\_\_\_

**How did you hear about us?** Please check all that apply

☐ Family member, current student, St. HOPE employee, or friend | Name: \_\_\_\_\_

☐ Internet | Please include website: \_\_\_\_\_

☐ Event | Name of event: \_\_\_\_\_

☐ School or community organization | Name: \_\_\_\_\_

☐ Other (please specify): \_\_\_\_\_

**Siblings:** Please list all school-aged siblings. Please note that each child needs to submit a separate admissions lottery application.

Sibling's Name	Grade	Current School	Applying to OPPA?
1.			
2.			
3.			

**Priority Survey:**

- Does this child have a brother or sister who currently attends Oak Park Prep? ☐ Yes ☐ No
- Does this child have a parent who currently works for St. HOPE Public Schools? ☐ Yes ☐ No
- Is this child currently on a waiting list for Oak Park Prep for the 2013-14 school year? ☐ Yes ☐ No
- Does this child live within the boundaries of the Sac. City Unified School District? ☐ Yes ☐ No

*I acknowledge that I have received and read OPPA's Enrollment Policy. I understand this application is not a guarantee of enrollment, it only guarantees my child a spot in the lottery if submitted by the deadline indicated above. If my contact information changes, it is my responsibility to update my information with the Admissions office. I understand that if I knowingly provide false information, my child's application may be disqualified from the Admissions Lottery. By signing below, I verify the above information is true.*

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit applications to the Admissions office, located on the Sac High campus,**  
2315 34<sup>th</sup> Street, Sacramento, CA 95817  
Fax: (916) 277-6910 | E-mail: admissions@sthopepublicschools.org  
Monday – Friday 7:30am – 4:30pm | (916) 649-7910

**FOR OFFICE USE ONLY:**

Date Stamp: \_\_\_\_\_ @ \_\_\_\_\_ (time)

Received by: \_\_\_\_\_ @ \_\_\_\_\_ (site)

Priority: \_\_\_\_\_



Una escuela del  
7 grado que es  
GRATIS y PÚBLICA



Aceptando  
solicitudes para el  
7mo grado



### **Nuestra Escuela**

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**Centrarse en los Temas Importantes** - Los estudiantes de Oak Park Prep recibirá 210 minutos de lectura y escritura y 90 minutos de las matemáticas todos los días.

**Educación del Carácter** - Enseñamos a los estudiantes a estar siempre preparados, respetuosa, comprometida y profesional.

## **Reunión Informativa para Familias**

**martes,  
el 6 de marzo  
18:00 a 18:45**

- ☒ Conocer al director
- ☒ Hacer preguntas
- ☒ Aprender cerca nuestro programa académico
- ☒ Aplicar para el año escolar 2012-2013

**Logar: Sac High**

Mel Lawson Theater  
2315 34th Street  
Sacramento, CA 95817

Llamar a Roxana  
a 275-9667  
para información  
en Español

### **Cómo inscribirse**

Llenar la solicitud de la Lotería  
en el reverso de esta hoja.  
Envíe por correo o llevar a:

Oak Park Prep  
2315 34th St.  
Sacramento, CA 95817

### **El Director**

Paul Schwinn, El director

(916) 533-4861

pschwinn@sthopepublicschools.org

## OAK PARK PREP STUDENT DEMOGRAPHICS 2013-14

### Enrollment

Grade	Female	Male	Total
7	34	25	59
8	23	39	62
<b>Total</b>	57	64	121

### Ethnicity

Ethnicity	Students	
	#	%
Hispanic or Latino of Any Race	36	29.75%
American Indian or Alaska Native, Not Hispanic	2	1.65%
Asian, Not Hispanic	4	3.31%
Pacific Islander, Not Hispanic	3	2.48%
African American, Not Hispanic	62	51.24%
White, not Hispanic	3	2.48%
Two or More Races, Not Hispanic	11	9.09%
Decline to State	0	0.00%

### Primary Language

Primary Language	Students	
	#	%
English	105	86.78%
Spanish	14	11.57%
Hmong	1	0.83%
Russian	1	0.83%

## OAK PARK PREP STUDENT RECRUITMENT EFFORTS 2013-14


Date	Event	Location
8/1/13	Sacramento Food Bank: Adult Education Presentation and Info Distribution	3333 3rd Ave. Sacramento, Ca. 95817
8/3/13	Thirteenth Annual Ulezi Family Health Fair	McClatchy Park 35 <sup>th</sup> & 5 <sup>th</sup> Ave Sacramento Ca. 95817
8/24/13	CSU Sacramento & Univision: <i>Feria Educativa-Es El Momento</i>	6000 J Street Sacramento Ca. 95819
9/29/13	Hispanic Chamber of Commerce: <i>Latin Food &amp; Music Festival</i>	2106 6 <sup>th</sup> Street Sacramento Ca. 95818
10/6/13	<i>Sacramento World Fest</i>	Old Sac Region 1002 2 <sup>nd</sup> Street Sacramento Ca. 95814
10/12/13	<i>6<sup>th</sup> Annual Expanding Your Horizons Conference: Motivating Young women in science and math</i>	6000 J Street Sacramento Ca. 95819
10/18/13	<i>River Oaks Center For Children: Annual Fall Festival and Health Fair</i>	4322 4 <sup>th</sup> Ave. Sac. Ca. 95817
10/19/13	"Youth and Law" Forum	651 I Street Sac. Ca. 95814
10/26/13	SCC College Outreach Conference: SB540	3835 Freeport Blvd. Sac. Ca. 95822
11/2/13	<i>La Raza Galleria Posada: Festival</i>	2100 J Street Sacramento Ca. 95814
11/3/13	National Shrine of Our Lady of Guadalupe	711 5th. Street Sac Ca. 95811
11/5/13	Diocese of Sacramento: Youth Ministry Support Event	711 T. Street Sac Ca. 95811
1/6/14	Flyer Distribution: La Familia Counseling Center	5523 34 <sup>th</sup> Street Sacramento Ca. 95820
1/11/14	Oak Park Community Celebration	Oak Park Community Center 3425 MLK Blvd. Sac. Ca. 95817
2/1/14	Steps To College Fair	2903 Arena Blvd Sac. Ca. 95834
2/3/14	YPSA Middle School Fair	7555 S. Land Park Sac. Ca. 95831
2/8/14	Promote the Peace Youth Outreach Event	Boys and Girls Club 1117 G. Street Sacramento, Ca. 95814
2/8-9/14	Vietnamese TET Festival	Florin and Stockton Blvd.
2/25/14	La Familia Counseling Center	5523 34 <sup>th</sup> Street Sacramento Ca. 95820
2/26/14	Sacramento Education Empowerment Workshop: Hmong Innovating Politics	George Sim Community Center 6207 Logan Street Sacramento Ca.

2/28/14	La Familia Counseling Center: Graduation Presentation	5523 34 <sup>th</sup> Street Sacramento Ca. 95820
2/28/14	MeCha Student Appreciation Presentation	2315 34 <sup>th</sup> Street Sacramento Ca. 95817
3/8/14	School Readiness Fair	Serna Center 5735 47 <sup>th</sup> Ave. Sacramento Ca. 95824
3/11/14	Sacramento Food Bank: Adult Education Presentation and Info Distribution	3333 3rd Ave. Sacramento, CA 95817
3/29/14	College: Making it Happen	6000 J. St. Sac. Ca. 95819
5/4/14	35 <sup>th</sup> Street Fair Info Booth	Broadway and 35 <sup>th</sup>
6/7/14	Oak Park Farmers Market	3500 5 <sup>th</sup> Ave Sac. Ca.95817



## OAK PARK PREP ENROLLMENT BY ZIPCODE

Mailing City	Zip	# of students
Elk Grove	95624	2
Fair Oaks	95628	1
Pollock Pines	95726	1
Elk Grove	95757	1
Elk Grove	95758	6
Sacramento	95814	1
Sacramento	95816	1
Sacramento	95817	14
Sacramento	95818	2
Sacramento	95820	13
Sacramento	95822	2
Sacramento	95823	31
Sacramento	95824	17
Sacramento	95826	1
Sacramento	95827	1
Sacramento	95828	9
Sacramento	95829	2
Sacramento	95831	4
Sacramento	95832	5
Sacramento	95833	2
Sacramento	95834	3
Sacramento	95835	1
Sacramento	95838	1

 Indication zip codes in and surrounding Oak Park



## ELEMENT 8: ADMISSION REQUIREMENTS

### **Contents**

- 8.1 Admissions Lottery Application, English
- 8.2 Admission Lottery Application, Spanish
- 8.3 OPPA Enrollment Policy, English
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- 8.5 Student Enrollment Packet, English
- 8.6 Student Enrollment Packet, Spanish



Oak Park Preparatory Academy (OPPA)  
ADMISSIONS LOTTERY APPLICATION 2014-15



Applying for  
Grade \_\_\_\_\_

**DUE FRIDAY, MARCH 14<sup>th</sup>, 2014 AT 4:00 P.M.**

This is an ADMISSIONS LOTTERY application for the 2014-15 school year for students entering grades 7-8. To enter your child into the admissions lottery, please fill out this document and submit it to the address at the bottom of this form. Seats are limited for all grade levels. **This is an application for the Admissions Lottery, it does not guarantee enrollment (see enrollment policy).**

**Student Information:**

Student's LEGAL Name: (First) \_\_\_\_\_ (Middle Initial) \_\_\_\_\_ (Last) \_\_\_\_\_ ☐ Male ☐ Female

Date of Birth: (MM/DD/YYYY) \_\_\_\_\_ Current Grade: \_\_\_\_\_ Current School: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
Street City State ZIP

Assigned School District: ☐ SCUSD (Sac City) ☐ Elk Grove ☐ Natomas ☐ I don't know ☐ Other: \_\_\_\_\_

**Parent(s)/Guardian(s):**

1. ☐ Mother or ☐ Guardian: (First) \_\_\_\_\_ (Last) \_\_\_\_\_ Primary Guardian? ☐ Yes ☐ No

Primary Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

2. ☐ Father or ☐ Guardian: (First) \_\_\_\_\_ (Last) \_\_\_\_\_ Primary Guardian? ☐ Yes ☐ No

Primary Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Language(s) spoken at home: \_\_\_\_\_

**How did you hear about us?** Please check all that apply

☐ Family member, current student, St. HOPE employee, or friend | Name: \_\_\_\_\_

☐ Internet | Please include website: \_\_\_\_\_

☐ Event | Name of event: \_\_\_\_\_

☐ School or community organization | Name: \_\_\_\_\_

☐ Other (please specify): \_\_\_\_\_

**Siblings:** Please list all school-aged siblings. Please note that each child needs to submit a separate admissions lottery application.

Sibling's Name	Grade	Current School	Applying to OPPA?
1.			
2.			
3.			

**Priority Survey:**

1. Does this child have a brother or sister who currently attends Oak Park Prep? ☐ Yes ☐ No

2. Does this child have a parent who currently works for St. HOPE Public Schools? ☐ Yes ☐ No

3. Is this child currently on a waiting list for Oak Park Prep for the 2013-14 school year? ☐ Yes ☐ No

4. Does this child live within the boundaries of the Sac. City Unified School District? ☐ Yes ☐ No

*I acknowledge that I have received and read OPPA's Enrollment Policy. I understand this application is not a guarantee of enrollment, it only guarantees my child a spot in the lottery if submitted by the deadline indicated above. If my contact information changes, it is my responsibility to update my information with the Admissions office. I understand that if I knowingly provide false information, my child's application may be disqualified from the Admissions Lottery. By signing below, I verify the above information is true.*

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Submit applications to the Admissions office, located on the Sac High campus,  
2315 34<sup>th</sup> Street, Sacramento, CA 95817  
Fax: (916) 277-6910 | E-mail: admissions@sthopepublicschools.org  
Monday – Friday 7:30am – 4:30pm | (916) 649-7910

**FOR OFFICE USE ONLY:**

Date Stamp: \_\_\_\_\_ @ \_\_\_\_\_ (time)

Received by: \_\_\_\_\_ @ \_\_\_\_\_ (site)

Priority: \_\_\_\_\_



**Oak Park Preparatory Academy (OPPA)**  
**SOLICITUD PARA LA LOTERÍA DE ADMISIÓN 2014-15**



Applying for  
Grade \_\_\_\_\_

**LA SOLICITUD SE DEBE ANTES DE EL VIERNES, 14 DE MARZO DEL 2014 A LAS 4:00 P.M.**

Esta es una solicitud para LA LOTERÍA DE ADMISIÓN para los estudiantes entrando al 7°-8° grado en el año escolar 2014-2015. Para que su hijo/a ingrese a la lotería de admisión por favor llene este documento y envíelo al domicilio en la parte inferior de este formulario. El espacio es limitado en todos los niveles académicos. **Esta aplicación le garantiza un espacio a su hijo/a en la Lotería De Admisión, pero no le constituye una oferta o garantía de inscripción a OPPA. (Diríjase a la Póliza de Matriculación para mas detalles)**

**Información del Estudiante:**

Nombre Legal: (Nombre) \_\_\_\_\_ (Inicial) \_\_\_\_\_ (Apellido) \_\_\_\_\_ ☐ Masculino ☐ Femenino

Fecha de Nacimiento: (DD/MM/AA) \_\_\_\_\_ Grado Actual: \_\_\_\_\_ Escuela Actual: \_\_\_\_\_

Domicilio Residencial del Estudiante : \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
Calle Ciudad Estado Código Postal

Distrito Escolar Asignado: ☐ SCUSD (Ciudad de Sac.) ☐ Elk Grove ☐ Natomas ☐ No se ☐ Otro: \_\_\_\_\_

**Padre(s)/Guardián**

1. ☐ Madre ☐ Guardián: (Nombre) \_\_\_\_\_ (Apellido) \_\_\_\_\_ ¿Guardián Principal? ☐ SI ☐ No

Tel. Residencial: \_\_\_\_\_ Correo Electrónico: \_\_\_\_\_

2. ☐ Padre ☐ Guardián: (Nombre) \_\_\_\_\_ (Apellido) \_\_\_\_\_ ¿Guardián Principal? ☐ SI ☐ No

Tel. Residencial: \_\_\_\_\_ Correo Electrónico: \_\_\_\_\_

Idioma(s) hablado en el hogar: \_\_\_\_\_

**¿Como se dio cuenta de nuestra escuela?** Por favor marque todas las que correspondan:

☐ Pariente, estudiante actual, empleado de St. HOPE, amigo(a) | Nombre: \_\_\_\_\_

☐ Internet | Por favor incluya el sitio: \_\_\_\_\_

☐ Evento | Nombre del Evento: \_\_\_\_\_

☐ Organización Comunitaria | Lugar: \_\_\_\_\_

☐ Otro: (por favor especifique): \_\_\_\_\_

**Hermanos/as:** Por favor escriba todos los nombres de hermanos/as de edad escolar. Tenga en cuenta que cada estudiante debe someter una solicitud aparte para la lotería de admisión.

Nombre del Hermano(a)	Edad	Grado	Escuela Actual	¿Aplicando a OPPA?
1.				
2.				
3.				

**Encuesta Sobre La Prioridad:**

- ¿El alumno tiene un hermano/a que actualmente asiste Oak Park Prep? ☐ SI ☐ No
- ¿El alumno tiene un padre que actualmente trabaja en las escuelas de St. HOPE? ☐ SI ☐ No
- ¿El alumno actualmente esta en la lista de espera de OPPA para el año 2013-14? ☐ SI ☐ No
- ¿El alumno vive dentro de los limites del Distrito Escolar de Sac. (SCUSD)? ☐ SI ☐ No

Recibí la Póliza de Matriculación de la OPPA y estoy de acuerdo con las condiciones y las normas de la lotería. Entiendo que la solicitud para la lotería no le garantiza una ubicación a mi hijo/a en la clase del año escolar siguiente; solamente le garantiza un espacio en la lotería siempre y cuando se presente antes de la fecha indicada en la parte superior de este formulario. Entiendo que es mi responsabilidad contactar a la oficina de Admisión si hay cambios en la información primordial. Entiendo que la falsificación de información, puede descalificar la solicitud de mi hijo/a. Al firmar, verifico que la información anterior es verdadera e correcta.

**Firma del Padre/Guardián:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

ENVÍE LA SOLICITUD DIRECTAMENTE A LA OFICINA DE ADMISIÓN UBICADA EN LA  
ESCUELA: SAC HIGH  
2315 34<sup>th</sup> Street, Sacramento, CA 95817  
FAX: (916) 277-6910 | CORREO ELECTRÓNICO: [admissions@sthopepublicschools.org](mailto:admissions@sthopepublicschools.org)  
LUNES-VIERNES: 7:30am-4:30pm | (916) 649-7910

**Solamente para el uso de la oficina:**

Date Stamp: \_\_\_\_\_ @ \_\_\_\_\_ (time)

Received by: \_\_\_\_\_ @ \_\_\_\_\_ (site)

Priority: \_\_\_\_\_



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admissions@sthopepublicschools.org

## **Oak Park Preparatory Academy Enrollment Policy 2014-2015 School Year**

**The 2014-2015 School Year will begin in August, 2014**

### **GENERAL INFORMATION**

The School Choice Program provides students with the opportunity to attend a school other than their school of residence. Completing and submitting an application for the admissions lottery does not guarantee enrollment in Oak Park Preparatory Academy ("Oak Park Prep"). Enrollment is by grade level according to the spaces available. St. HOPE Public Schools does not provide school bus transportation. It is the parent's responsibility to ensure transportation for their child to and from school.

### **ELIGIBILITY**

All California students are eligible for enrollment. There are no admission requirements other than a completed admissions lottery application, enrollment packet and all required documents as listed on the enrollment packet. St. HOPE Public Schools does not charge tuition and is non-sectarian. St. HOPE Public Schools does not discriminate on the basis of race, color, religion, age, gender, sexual orientation, citizenship, disability, national or ethnic origin, or achievement levels in administration of its admissions policies or education programs.

### **ADMISSIONS**

Admissions Lottery Applications for Oak Park Prep are due on Friday, March 14, 2014 by 4:00 p.m. Applications must be submitted to the address on the lottery application. **SUBMISSION OF AN ADMISSIONS LOTTERY APPLICATION DOES NOT GUARANTEE ENROLLMENT.**

**ADMISSION LOTTERY PRIORITIES:** In the event that the number of students wishing to attend Oak Park Prep exceeds the school's capacity in a grade level, admissions lottery priorities will be given in the following order:

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent) of currently enrolled Oak Park Prep students.
2. Children of St. HOPE Public Schools employees (this preference is limited to 10% of the total school enrollment)
3. Students placed on the Oak Park Prep waitlist for the 2013-2014 school year who were not enrolled
4. Students who reside within the boundaries of the Sacramento City Unified School District ("in-district students") are granted 3-to-1 weight factor in the lottery to differentiate them from students residing outside of Sacramento City Unified School District ("out-of-district students").
5. All other students residing within the State of California

**ADMISSIONS LOTTERY:** If it is determined that there is space available for all applicants as of March 14, 2014 at 4:00 p.m. in all grade levels, no public random lottery will take place. However, should the number of students who wish to attend Oak Park Prep exceed the school's capacity, a public random drawing ("lottery") will take place to determine admissions to Oak Park Prep. Preference during the lottery will be given to students as listed above.

Lotteries will be conducted for each grade in which there are fewer vacancies than students interested in attending. The lotteries will take place by grade level, starting with 7<sup>th</sup> grade. All lotteries shall take place consecutively on the same day, March 26, 2014, in a single location. During the course of the lottery, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waitlist for that grade, after any other siblings of current students who are already on the waitlist.

While the lotteries will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the lottery to be eligible for admission. Results will be mailed to all applicants and follow-up phone calls will be made within 48 hours of the lottery.

**OFFERS OF ADMISSIONS:** Admission to the school will be offered to students according to their numerical ranking until capacity is reached. All remaining names will be placed on a waitlist in order, according to their numerical rank from the lottery.



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### **SEVENTH AND EIGHTH GRADE APPLICANTS**

Students may apply to both Oak Park Prep and PS7. However, a student will only be enrolled at one school. If a student is enrolled at Oak Park Prep, the student will not be placed on the PS7 waitlist. If a student is waitlisted for both schools and a spot becomes available at Oak Park Prep and the student enrolls, the student will be removed from the PS7 waitlist.

### **ENROLLMENT**

**ENROLLMENT PROCESS:** Following the lottery, the families of all students will be notified if they will be offered admission or placed on the waitlist. For families offered admission, they will need to complete the enrollment process by submitting a complete enrollment packet and all supporting documents to accept their spot.

Once families are offered admission they will have until Friday, April 18 at 4:00 p.m. (3 weeks after the lottery) to complete the enrollment packet and submit all paperwork. If selected families do not submit a completed enrollment packet and all the supporting paperwork by April 18 at 4:00 p.m. they will lose their spot to a student on the waitlist. Families who did not submit their paperwork on time will have to submit a complete enrollment packet with all supporting documents to be added to the waitlist.

### **FAMILIES ARE ENCOURAGED TO COMPLETE THEIR ENROLLMENT PACKETS AND SUBMIT ALL FORMS AS EARLY AS POSSIBLE, INCLUDING BEFORE THE LOTTERY.**

Students who were placed on the waitlist at the lottery will first be notified of open spaces on April 21, 2014. Once they are notified, these students will have three days to accept or not accept enrollment, and they will have 10 days from our notification to complete the enrollment packet and submit all paperwork. If families from the waitlist do not respond to an opening or do not submit a completed enrollment packet with all the supporting paperwork by their given deadline, they will lose their spot to a student on the waitlist. If families wish to be placed back on the wait list, they must complete the enrollment packet with all supporting documents before being added to the bottom of the waitlist. Families who decline their spot within the given timeframe have the option of being placed back at the bottom of the waitlist if they desire.

The above process will continue until there are no remaining students who were put on the waitlist at the lottery.

**ENROLLMENT AFTER MARCH 14, 2014:** After 4:00 p.m. March 14, 2014 families must submit a completed enrollment packet and all required supporting documents to be eligible for enrollment. Completed enrollment packets with all supporting documents will be marked with the date and time of receipt and will be added after the last student on the waitlist on a first come, first served basis. Some admissions priorities apply.

**ENROLLMENT ON/AFTER THE FIRST DAY OF SCHOOL:** The same enrollment requirements for families interested in enrollment after March 14, 2014 apply to families interested in enrollment on or after the first day of school. Enrollment may be limited to intersession or semester start dates following the start of the 2014-2015 school year.

### **WAITLIST & PRIORITIES AFTER MARCH 14, 2014**

Children of newly-hired St. HOPE Public Schools' employees will be added to the waitlist after any siblings of current students, unless over 10% of the school's enrollment is comprised of children of St. HOPE Public Schools' employees, in which case the children will be added at the end of the waitlist. The waitlist will be kept on file at the school and will be valid for the duration of the school year. If a seat becomes available during the school year, that seat will be offered to the next student on the waitlist. The last day to be added to the waitlist for the 2014-15 school year is Friday, October 24, 2014 at 4:00 p.m.

### **EXISTING STUDENTS**

Existing students will be exempt from the public random drawing and will be guaranteed admission for the following year, as long as they do not dis-enroll and as long as they attend school within the first three days of the 2014-15 school year. Students who enroll in another school or who do not show up to school within the first three days of the 2014-15 school year will be automatically dis-enrolled from Oak Park Prep and must reapply. Any student who dis-enrolls from Oak Park Prep will have to re-apply by completing an enrollment packet and providing all supporting documentation and be placed at the bottom of the waitlist.

**If you have any questions regarding the information written in this policy contact the St. HOPE Public Schools Admissions department at (916) 649-7910 or [admissions@sthopepublicschools.org](mailto:admissions@sthopepublicschools.org).**



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## **Oak Park Preparatory Academy: PÓLIZA DE MATRICULACIÓN AÑO ESCOLAR 2014-2015**

**El año escolar 2014-2015 iniciara a finales de Julio o principios de Agosto del 2014**

### **INFORMACIÓN GENERAL**

El *Programa de Opción de Escuela* le ofrece a los estudiantes la oportunidad de asistir a una escuela que no sea su escuela de residencia. El completar y presentar una solicitud para la lotería de admisión no garantiza la inscripción en Oak Park Preparatory Academy (OPPA). Inscripción es según al grado de acuerdo a los espacios disponibles. Transporte en autobús escolar no es proveído. Es la responsabilidad de los padres para garantizar el transporte de su hijo/a a la escuela.

### **ELEGIBILIDAD**

Todo los estudiantes de California son elegibles para la inscripción. No tienen requisitos de admisión, solamente una solicitud para la loteria de admisión completa, un paquete de inscripción, y toda la documentacion requerida según las pautas en el paquete de inscripción. Las Escuelas Públicas de St. HOPE no cobra matricula, ni es sectaria. Las Escuelas Públicas de St. HOPE no discrimina por motivos de raza, color, religión, edad, género, orientación sexual, nacionalidad, discapacidad, origen nacional o étnico, o de los niveles de logro en la administración sobre sus polizas de admisión o programas de educación.

### **ADMISIÓN**

Las solicitudes para la Lotería de Admisión para Oak Park Prep se deben el Viernes, 14 de Marzo del 2014 a las 4:00 pm. La solicitud debe ser presentada a la dirección en la Lotería de Admisión. PRESENTACIÓN DE LA SOLICITUD PARA LA LOTERÍA DE ADMISIÓN NO GARANTIZA LA INSCRIPCIÓN EN OAK PARK PREP.

**PRIORIDADES PARA ADMISIÓN:** En caso de que el número de estudiantes que deseen asistir Oak Park Prep exceda la capacidad en un nivel de grado academico, la prioridad de admisión se dara en la siguiente orden:

1. Los hermanos/as (definido como compartiendo al menos un padre biológico, padre acogido, o padre adoptivo) de los estudiantes actualmente matriculados en OPPA
2. Los hijos/as de los empleados de las Escuelas Públicas de St. HOPE (esta preferencia esta limitada al 10% del total de la matrícula de la escuela)
3. Estudiantes colocados en la lista de espera de OPPA en el año 2013-2014 cuyos no fueron aceptados
4. Estudiantes que viven dentro de los límites del Distrito Escolar Unificado de la Ciudad de Sacramento (SCUSD) comúnmente conocidos como "estudiantes del distrito" recibirán una ventaja de 3-1 en la Lotería de Admisión para diferenciarlos con los estudiantes que viven fuera del Distrito Escolar Unificado de la Ciudad de Sacramento (SCUSD) ("estudiantes fuera del distrito").
5. Cualquier otros estudiantes residentes del estado de California

**LOTERÍA DE ADMISIÓN:** Si se determina que hay espacio disponible para todo los aplicantes apartir del 14 de Marzo del 2014 a las 4:00 pm en todo los niveles academicos, no se realizara un sorteo público. Sin embargo si el numero de estudiantes que desean asistir OPPA exide la capacidad de la escuela un sorteo público (lotería) se realizara para determinar la admisión a OPPA. Preferencia a los estudiantes se brindara como se estipulo anteriormente en la lista de prioridad para admisión.

Lotería(s) de Admisión se llevaran acabo para cada grado académico en el cual haiga menos asientos que los estudiantes interesados en asistir. Las loterías se realizara de acuerdo al nivel académico, empezando con el 7° grado. Todas las loterías se llevaran acabo el 26 de Marzo del 2014, consecutivamente el mismo día, en el mismo citio. Atraves del transcurso de la lotería, si una tarjeta se extrae que indique que un hermano/a (de cualquier grado) también está aplicando, se le asignará al hemano/a el siguiente espacio numérico disponible para el nivel de grado apropiado. Si no hay un asiento vacante en el nivel de grado apropiado para el hemano/a sera puesto en la parte superior de la lista de espera para ese grado, después de los otros hermano/as de los estudiantes actuales que ya están en la lista de espera.





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Mientras que la lotería esta abierta para el público y las familias, se sugiere su asistencia. Las familias no están obligadas a estar presentes durante el transcurso de la lotería para se elegible para la admisión. Los resultados seran enviados a todos los solicitantes y las llamadas telefonicas se realizaran 48 horas despues de que concluya la lotería.

**OFERTAS DE ADMISIÓN:** La admisión a la escuela se ofresera a los estudiantes de acuerdo a su clasificacion numerica hasta que se alcance la capacidad máxima. Los demás nombres seran colocados en una lista de espera de acuerdo a su clasificación numérica en la lotería.

### **ESTUDIANTES EN EL 7° y 8° GRADO**

Estudiantes pueden aplicar a PS7 y Oak Park Prep consecutivamente, pero solo pueden inscribirse en una escuela. Si el estudiante matricula en OPPA, el estudiante no sera puesto en la lista de espera de PS7. Si el estudiante es puesto en la lista de espera de ambas escuelas, y se matricula en OPPA, el estudiante sera eliminado de la lista de espera de PS7.

### **INSCRIPCIÓN**

**PROCESO DE INSCRIPCIÓN:** Despues de la lotería, las familias de todo los estudiantes seran notificadas si se les ofrecera admisión, o si seran colocados en la lista de espera. Para las familias que sean ofrecidas admisión, tendran que completar el proceso de inscripción mediante la presentación de un paquete de inscripción completo, acompañado por los documentos requeridos para aceptar su lugar.

En cuanto se les ofresca admisión, las familias tendran hasta el Viernes 18 de Abril, a las 4 pm (3 semanas despues de la lotería) para completar el paquete de inscripción y someter toda la documentacion. Si las familias seleccionadas no presentan un paquete de inscripción acompañado con todo los documentos requeridos antes del 18 de Abril a las 4:00 pm, perderan su lugar a un estudiante en la lista de espera. Familias que no presenten los documentos a tiempo tendran que presentar un paquete de inscripción acompañado con todo los documentos para ser agregados al fondo de la lista de espera.

## **LAS FAMILIAS DEBEN COMPLETAR SUS PAQUETES DE INSCRIPCIÓN Y PRESENTAR TODOS LOS FORMULARIOS LO MAS ANTES POSIBLE, INCLUSO ANTES DE LA LOTERÍA.**

Los estudiantes que fueron colocados en la lista de espera como parte de la lotería seran notificados sobre los espacios disponibles apartir del 21 de Abril del 2014. Una vez que se les notifique, los estudiantes tendran 10 días para aceptar o negar la matricula, para completar el paquete de inscripción y para entregar toda documentación. Si las familias en la lista de espera no responden o no entregan un paquete de inscripción completo e acompañado por la documentación requerida, perderan su ubicación en la lista de espera. Para añadir su nombre a la lista de espera, la familia debe completar un paquete de inscripción e entregarlo acompañado por todo los documentos requeridos para ser agregados al fondo de la lista de espera. Familias que rechazen su espacio durante el plazo otorgado tienen la opción de ser agregados al fondo de la lista de espera.

El proceso anterior continuará hasta que no haiga estudiantes en la lista de espera como parte de la lotería.

**INSCRIPCIÓN DESPUÉS DEL 14 DE MARZO DEL 2014:** Después de las 4:00 pm el 14 de Marzo del 2014 las familias deben presentar un paquete de inscripción completo acompañado por los documentos necesarios para ser elegibles para la inscripción. Los paquetes de inscripción completos acompañados por los documentos justificativos seran marcados con la fecha y hora de recibimiento e serán agregados despues del último nombre en la lista de espera en la orden en la cual fueron recibidos. Siertas prioridades de admisión se aplican.

### **INSCRIPCIÓN DURANTE/DESPUES DE EL PRIMER DÍA DE INSTRUCCIÓN:**

Los mismos requesitos de inscripción para las familias interesadas en la matrícula despues del 14 de Marzo del 2014 se aplicán a las familias interesadas en la inscripción a partir del primer día de clases. La inscripción se puede limitar a la intersesión, o a la fecha de inicio del semestre apartir del inicio del año escolar 2014-2015.





St. HOPE Public Schools Admissions  
2315 34<sup>th</sup> Street, Sacramento, CA 95817  
Phone (916) 649-7910, Fax (916) 277-6910  
[admissions@sthopepublicschools.org](mailto:admissions@sthopepublicschools.org)

#### **LISTA DE ESPERA Y PRIORIDADES DESPUES DEL 14 de Marzo del 2014**

Los hijos/as de empleados nuevos de las Escuelas Públicas de St. HOPE se añadirán a la lista de espera despues de todos los hermanos/as de los estudiantes actuales, a menos que mas del 10% de la matrícula de la escuela este compuesta por los niños de los empleados de las Escuelas Públicas de St. HOPE, en cuyo caso los niños se añadirán al fondo de la lista de espera. La lista(s) de espera se mantendra en archivo en la escuela y sera valida durante el plazo del año escolar. Si un asiento se hace disponible durante el año escolar, se le ofrecerá el asiento al siguiente alumno en la lista de espera. El ultimo día para ser añadido a la lista de espera para el año académico 2014-2015 sera el Viernes 24 de Octubre del 2014, a las 4:00pm.

#### **ESTUDIANTES ACTUALMENTE MATRICULADOS**

Estudiantes actualmente matriculados seran excluidos del sorteo e seran garantizados admisión para el año siguiente, siempre y cuando no se den de baja por cuenta propia y siempre y cuando se presenten a clase dentro de los 3 primer días del año escolar 2014-2015. Estudiantes que se inscriban en otra escuela o que no se presenten durante los primeros 3 días del año escolar 2014-2015 seran automaticamente dados de baja por OPPA. Estudiantes dados de baja por OPPA tendran que presentar un paquete de inscripción completo e acompañado por los documentos requeridos para ser añadidos al fondo de la lista de espera.

**Preguntas tocante a la información escrita en esta política pueden ser dirigidas hacia al Departamento de Admisión de las Escuelas Públicas de St. HOPE: al (916) 649-7910 [admissions@sthopepublicschools.org](mailto:admissions@sthopepublicschools.org)**



*OFFICE USE ONLY*	
Time stamp:	Illuminate:
Received by:	Entered by:
Priority:	School site:

**Oak Park Preparatory Academy (OPPA)  
Enrollment Packet 2014-2015**

**Applying for Grade:** ☐ 7 ☐ 8

**Student Name** (Last) \_\_\_\_\_, (First) \_\_\_\_\_ **Today's Date:** \_\_\_\_\_

1. Does this child currently receive **Special Ed.** services (IEP/504)? ☐ IEP ☐ 504 Plan ☐ Neither
2. Does this child have a **brother/sister** who currently attends OPPA? ☐ Yes (list on page 2) ☐ No
3. Is this the child of a current St. HOPE Public Schools **employee**? ☐ Yes: \_\_\_\_\_ ☐ No
4. Is this a **foster child**? ☐ Yes ☐ No

**Instructions: Please fill out this Enrollment Packet completely and attach ALL required documents as listed below.**

**Documents required to complete enrollment:**

☐ **Copy of Official Birth Certificate**

We must have the official birth certificate from the state, county, municipality, or foreign country where your child was born in order to enroll him/her. We also accept a current passport. Photocopies are acceptable, as long as they are clearly legible. We cannot accept a hospital record or certificate. **Proof of guardianship is required if the adult enrolling the student is not listed on the birth certificate.**

☐ **Address verification (electric/gas bill or lease agreement)**

We only accept the following as proof of residence: utility bill (ie: SMUD or PG&E), lease agreement, mortgage papers, home phone bill, or property tax record.

☐ **Immunization records (all applicants must have proof of Tdap)**

We need proof of Measles, Mumps, Rubella (MMR), Varicella (VAR), Hepatitis B, Dtap, and Polio (IPV).

**Requested Documents: (Optional)**

☐ **Special Education Students: Copy of most current IEP (Individualized Educational Plan) or 504 Plan**

Though not required, if your child receives any Special Education services, accommodations, speech services, etc., it is recommended that you provide us with the most recent documentation in order to best serve your child as he/she transitions into our school.

**How to Turn in Paperwork:**

**By Mail:**  
St. HOPE Public Schools  
Attn: ADMISSIONS  
2315 34<sup>th</sup> Street  
Sacramento, CA 95817

**By Fax:** (916) 277-6910, Attn: ADMISSIONS

**By E-mail:** admissions@sthopepublicschools.org

**In Person:** St. HOPE Admissions Office at Sac High, 2315 34<sup>th</sup> Street

***If faxed, E-mailed, or mailed, please call (916) 649-7910 to confirm receipt.***

*St. HOPE Public Schools does not discriminate on the basis of race, color, religion, age, gender, sexual orientation, citizenship, disability, national or ethnic origin in administration of its admissions policies or education programs.*

Student Name (Last) \_\_\_\_\_, (First) \_\_\_\_\_



## Personal/Demographic Information PLEASE PRINT

<b>Student</b> Legal Last Name	Legal First Name	Legal Middle Initial
(Residence) Street Address	City	State ZIP
Primary Phone #	Gender: (M/F)	Birth Date (MM/DD/YY) Birth City Birth State Birth Country
Present School of Attendance:	Date first enrolled in a California school (MM/DD/YY)	
Prior School (if applicable):		

<b>Parent/Guardian #1</b>	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Step-parent	<input type="checkbox"/> Appointed Guardian	<input type="checkbox"/> Foster/Group Home	<input type="checkbox"/> Other _____
1. Lives with student? <input type="checkbox"/> Yes <input type="checkbox"/> No		2. Is this the student's legal guardian? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Last Name	First Name	Middle Initial				
Home Telephone #	Cell Phone #	Work Telephone #				
(Mailing) Street Address	City	State	ZIP			
E-mail Address						
Education Level (Check one): <input type="checkbox"/> 1-Graduate school/post graduate training <input type="checkbox"/> 3-Some college (includes AA degree) <input type="checkbox"/> 5-Not a high school graduate <input type="checkbox"/> 2-College graduate <input type="checkbox"/> 4-High school graduate						

<b>Parent/Guardian #2</b>	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Step-parent	<input type="checkbox"/> Appointed Guardian	<input type="checkbox"/> Foster/Group Home	<input type="checkbox"/> Other _____
1. Lives with student? <input type="checkbox"/> Yes <input type="checkbox"/> No		2. Is this the student's legal guardian? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Last Name	First Name	Middle Initial				
Home Telephone #	Cell Phone #	Work Telephone #				
(Mailing) Street Address	City	State	ZIP			
E-mail Address						
Education Level (Check one): <input type="checkbox"/> 1-Graduate school/post graduate training <input type="checkbox"/> 3-Some college (includes AA degree) <input type="checkbox"/> 5-Not a high school graduate <input type="checkbox"/> 2-College graduate <input type="checkbox"/> 4-High school graduate						

## Name(s) of School-Aged Brothers and Sisters

Last Name	First Name	Gender	Current School	Grade Level

**Emergency Contact Information** Parents are always the first to be notified in case of emergency. Please list two other adults for the school to contact if parents are unavailable during an emergency.

<b>First Contact/</b> Last Name	First Name	Telephone #	Relationship
Street Address	City	State	Zip
<b>Second Contact/</b> Last Name	First Name	Telephone #	Relationship
Street Address	City	State	Zip

<b>Insured</b> Last Name	First Name	M.I.	Telephone #
Name of Health Insurance	Medical ID # / Policy #	Doctor's Name	Doctor's Telephone #
Allergies	Medical Problems/Chronic Illness	Other Issues	

- ☐ In a licensed children's institution
- ☐ Residential school or dormitory
- ☐ Health Institution
- ☐ Incarceration Institution
- ☐ Development Center
- ☐ State Hospital
- ☐ At another location (please specify)

Was your child previously enrolled in ESL / Bilingual Program? \_\_\_\_\_

- ☐ American Indian or Alaskan Native (Persons having origins in any of North, Central or South America)
- ☐ Asian Indian
- ☐ Black or African American
- ☐ Cambodian
- ☐ Chinese
- ☐ Filipino
- ☐ Guamanian
- ☐ Hawaiian
- ☐ Hmong
- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ Other Asian
- ☐ Other Pacific Islander
- ☐ Samoan
- ☐ Tahitian
- ☐ Vietnamese
- ☐ White (Person having origins in Europe, North Africa, or the Middle East)

Primary Languages and Codes (Circle your primary language.)							
56	Albanian	17	French	4	Korean	30	Samoan
11	Arabic	18	German	51	Kurdish (Kurdi, Kurmanji)	52	Serbo-Croatian (Bosnian, Croatian, Serbian)
12	Armenian	19	Greek	47	Lahu	60	Somali
42	Assyrian	43	Gujarati	10	Lao	1	Spanish
61	Bengali	21	Hebrew	7	Mandarin (Putonghua)	46	Taiwanese
13	Burmese	22	Hindi	48	Marshallese	32	Thai
3	Cantonese	23	Hmong	44	Mien (Yao)	57	Tigrinya
36	Cebuano (Visayan)	24	Hungarian	49	Mixteco	53	Toishanese
54	Chaldean	25	Ilocano	40	Pashto	34	Tongan
20	Chamorro (Guamanian)	26	Indonesian	41	Polish	33	Turkish
39	Chaozhou (Chiuchow)	27	Italian	6	Portuguese	38	Ukrainian
15	Dutch	8	Japanese	28	Punjabi	35	Urdu
0	English	9	Khmer (Cambodian)	45	Rumanian	2	Vietnamese
16	Farsi (Persian)	50	Khmu	29	Russian	99	Other non-English
5	Filipino (Pilipino or Tagalog)						

Student Name (Last) \_\_\_\_\_, (First) \_\_\_\_\_



### Instructional Programs Information

- |   |  |
|---|--|
| 1. <b>Has your child ever received Special Education Services? (If yes, please answer questions 2-5)</b>  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. Is your child currently receiving Special Education Services?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Is your child currently receiving Speech services?   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4. Does your child have a 504 Plan? <b>If yes, please provide a copy.</b>   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5. Does your child have an IEP (Individualized Education Plan) for receiving Special Education Services?<br><b>If yes, please provide a copy.</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No |

6. If your child receives special education services, speech services, or has a 504 Plan, please explain below:

---

---

7. Does your child have any medical, learning, physical or other special needs of which we should be aware?

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### General Authorizations NEED PARENT/GUARDIAN INITIALS AND SIGNATURES

In an emergency, when I cannot be reached, I authorize the school authorities to take my student, at my expense, to my family doctor, licensed physician, nearest hospital or emergency first aid station for treatment. This consent is effective until revoked in writing.

(Please initial next to selection)	Yes, I do give permission	<u>  X  </u>
	No, I do not give permission	<u>          </u>

At times during the year, the media may request permission to write an article about, and/or take pictures of, an activity taking place at the school site. Additionally, stories and photos of students may be taken for inclusion on the District maintained website or on SHPS marketing materials.

(Please initial next to selection)	Yes, I do give permission	<u>  X  </u>
	No, I do not give permission	<u>          </u>

I hereby authorize St. HOPE Public Schools to share and/or request any and all records, data or information determined to be relevant to the education of my child, \_\_\_\_\_, with the Sacramento City Unified School District, the California Department of Education, any other schools and school systems in which my child has previously been enrolled, and any governmental departments, health or social service providers, or other offices whose activities bear directly on the programs or services with which my child is provided through St. HOPE Public Schools. I understand that all such information will be kept strictly confidential.

**I affirm, to the best of my knowledge, that all information submitted as part of St. HOPE Public School's Enrollment packet is correct and that I will notify the school each time there is a change in any of this information.**

\_\_\_\_\_  
Parent/Guardian (please print)

  X    
Signature of Parent/Guardian

\_\_\_\_\_  
Date (MM/DD/YYYY)

### How did you hear about St. HOPE Public Schools? Please check all that apply

- ☐ Family member, friend, current student, employee | Name: \_\_\_\_\_
- ☐ Internet | Please provide website: \_\_\_\_\_
- ☐ Event | Name of event: \_\_\_\_\_
- ☐ School or community organization | Name: \_\_\_\_\_
- ☐ Other | Please describe: \_\_\_\_\_

### **Contract of Mutual Responsibilities**

At Oak Park Prep, we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education and abides by the school's cultural expectations. Parents, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the community.

<b>STUDENT:</b>
<ul style="list-style-type: none"> <li>Arrive at school on time and attend classes prepared to work;</li> <li>Commit myself to achievement all day, every day;</li> <li>Make the school a safe and orderly environment by being respectful and courteous;</li> <li>Complete all homework assignments thoroughly and on time;</li> <li>Seek help when I need it; and</li> <li>Follow our Core Values at all times— to be Prepared, Respectful, Engaged, and Professional.</li> <li>Follow the school's rules and accept responsibility for my actions.</li> </ul>

<b>PARENT(S) / GUARDIAN(S): I / We agree to:</b>	
<ul style="list-style-type: none"> <li>Ensure my child arrives to school on time and attends classes prepared to work;</li> <li>Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's behavior and success;</li> <li>Support my child by maintaining high academic and behavioral standards;</li> <li>Attend parent-teacher conferences;</li> <li>Check my child's homework every night to ensure it is completed thoroughly and on time; and</li> <li>Follow the school's rules and accept responsibility as a partner in my child's learning.</li> </ul>	
Parent/Guardian's Name(s) (Please print):	
<b>Parent Signature(s):</b>	<b>DATE:</b>

<b>ADMINISTRATORS AND TEACHERS: We agree to:</b>	
<ul style="list-style-type: none"> <li>Arrive to school on time to provide for an academically rigorous college preparatory environment;</li> <li>Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;</li> <li>Communicate regularly with families;</li> <li>Assess students regularly and fairly; and</li> <li>Follow the school's rules and accept responsibility as partners in the students' learning.</li> <li>Support students to become exceptional, productive, and positive people.</li> </ul>	
Name (Print):	
<b>Teacher Signature:</b>	<b>DATE:</b>



*OFFICE USE ONLY*	
Time stamp:	Illuminate:
Received by:	Entered by:
Priority:	School site:

## Oak Park Preparatory Academy Paquete de Inscripción 2014-2015

Applying for Grade: ☐ 7 ☐ 8

Nombre Del Estudiante (Apellido) \_\_\_\_\_, (Primer) \_\_\_\_\_ Fecha: \_\_\_\_\_

- ¿El estudiante actualmente recibe **Servicios Educativos Especiales** (IEP/504)? ☐ IEP ☐ Plan 504 ☐ Ninguno
- ¿El estudiante tiene un **hermano/a** que actualmente asiste OPPA? ☐ Si (añadir a la lista en la página 2) ☐ No
- ¿El estudiante es hijo/a de un **empleado** actual de las Escuelas Públicas de St. Hope? ☐ Si: \_\_\_\_\_ ☐ No
- ¿El estudiante es un **niño en régimen de acogida**? ☐ Si ☐ No

**Instrucciones: Llene el paquete de inscripción en su totalidad y agregue TODOS los documentos requeridos a su aplicación.**

### **Documentos Requeridos:**

☐ **Copia del Acta de Nacimiento (con comprobante de tutela legal)**

Por regulación del estado, debemos obtener una acta de nacimiento oficial, cellada por el estado, condado, municipalidad, o país extranjero dónde su hijo/a nació para poder inscribirlo/a. También aceptamos passaportes actuales. Fotocopias son aceptadas, siempre, y cuándo sean legibles. No aceptamos certificados o registros del hospital. Se requiere comprobante de tutela si el nombre del adulto inscribiendo al alumno no existe en la acta de nacimiento.

☐ **Verificación Residencial (factura de servicios públicos o contrato de arrendamiento)**

Solamente aceptamos los siguientes comprobantes residenciales: Factura de servicios públicos (por ejemplo: SMUD o PG&E) contratos de arrendamiento, documentos hipotecarios, facturas de teléfono residencial, o registro de impuestos propietarios.

☐ **Cartilla de Vacunación (aplicantes al 7°-8° grado deben tener la vacuna Tdap)**

Necesitamos comprobantes con las siguientes vacunas: Sarampión, Paperas, Rubéola (MMR), Varicela (VAR), HEP B, Dtap, y Polio (IPV).

### **Documentos Solicitados: (Opcional)**

☐ **Alumnos en Servicios Educativos Especiales: Copia del Plan Educativo Individual (IEP) o el Plan 504 actual**

Si su hijo/a recibe Servicios Educativos Especiales, ayuda, o servicios de voz etc. es sumamente importante estipular la mas reciente documentación para poder servir a su estudiante durante la transición en nuestra escuela.

### **Como Enviar Su Solicitud:**

**Por Correo:**

St. HOPE Public Schools  
Attn: ADMISSIONS  
2315 34<sup>th</sup> Street  
Sacramento, CA 95817

**Por Fax:** (916) 277-6910, Attn: ADMISSIONS

**Via Correo Electrónico:** admissions@sachigh.org

**En Persona:** St. HOPE Admissions Office at Sac High, 2315 34<sup>th</sup> Street

***Si los documentos son enviados via fax, correo electrónico ,o correo convencional por favor llame al (916) 649-7910 para confirmar la recepción.***

Las Escuelas Públicas de St. HOPE no discrimina por motivos de raza, color, religión, edad, género, orientación sexual, nacionalidad, discapacidad, origen nacional, o étnico, o de los niveles de logro en la administración, de sus políticas de admisión, o programas de educación.

Nombre del Estudiante (Apellido) \_\_\_\_\_, (Nombre) \_\_\_\_\_



### Información Personal/Demografica

<b>Estudiante</b> Apellido Legal		Nombre Legal		Inicial del Segundo Nombre	
(Residencia) Calle		Ciudad		Estado	Código Postal
# De Teléfono Primario	Género: (M/F)	Fecha de Nacimiento (DD/MM/AA):	Lugar de Nacimiento:	Estado de Nacimiento:	País de Nacimiento:
Escuela Actual:		Fecha de 1ra Matriculación en una escuela de California (DD/MM/AA)			
Escuela Previa (si se aplica):					

<b>Padre/Guardián #1</b> <input type="checkbox"/> Madre <input type="checkbox"/> Padre <input type="checkbox"/> Padrastro <input type="checkbox"/> Tutor Designado <input type="checkbox"/> Casa de Acogida para menores <input type="checkbox"/> Otro _____					
1. ¿Usted vive con el estudiante? <input type="checkbox"/> Si <input type="checkbox"/> No		2. ¿Usted es el tutor legal del estudiante? <input type="checkbox"/> Si <input type="checkbox"/> No			
Apellido		Nombre		Inicial del Segundo Nombre	
# De Teléfono	# De Teléfono Mobil	# De Teléfono del Trabajo			
Domicilio Residencial (Correo)		Ciudad		Estado	Código Postal
Correo Electrónico					
Nivel De Educación (elija uno): ____ 1-Escuela de Post-Graduados      ____ 3-Algo de Colegio (incluye un certificado AA)      ____ 5-No graduado de la preparatoria ____ 2-Graduado de Colegio/Universidad      ____ 4-Graduado de la preparatoria					

<b>Padre/Guardián #2</b> <input type="checkbox"/> Madre <input type="checkbox"/> Padre <input type="checkbox"/> Padrastro <input type="checkbox"/> Tutor Designado <input type="checkbox"/> Casa de Acogida para menores <input type="checkbox"/> Otro _____					
1. ¿Usted vive con el estudiante? <input type="checkbox"/> Si <input type="checkbox"/> No		2. ¿Usted es el tutor legal del estudiante? <input type="checkbox"/> Si <input type="checkbox"/> No			
Apellido		Nombre		Inicial del Segundo	
# De Teléfono	# De Teléfono Mobil	# De Teléfono del Trabajo			
Domicilio Residencial (Correo)		Ciudad		Estado	Código Postal
Correo Electrónico					
Nivel De Educación (elija uno): ____ 1-Escuela de Post-Graduados      ____ 3-Algo de Colegio (incluye un certificado AA)      ____ 5-No graduado de la preparatoria ____ 2-Graduado de Colegio/Universidad      ____ 4-Graduado de la preparatoria					

### Nombre de Hermanos(as) con Edad-Escolar

Apellido	Nombre	Género	Escuela Actual	Nivel Académico

**Información de Contactos en Caso de una Emergencia:** Los padres son los primeros en ser notificados en caso de una emergencia. Por favor de incluir los nombres de dos adultos adicionales para que la escuela pueda notificarlos en caso de que los padres no estén disponibles.

<b>Primer Contacto/</b> Apellido	Nombre	# de Teléfono	Relación
Domicilio	Ciudad	Estado	Código Postal
<b>Segundo Contacto/</b> Apellido	Nombre	# de Teléfono	Relación
Domicilio	Ciudad	Estado	Código Postal



Nombre del Estudiante (Apellido) \_\_\_\_\_, (Nombre) \_\_\_\_\_



## Información Médica

Asegurado Apellido	Nombre	Inicial del Segundo Nombre	# De Teléfono
Compania de Aseguranza	# ID Medica/# de Poliza	Nombre del Médico	# De Teléfono del Médico
Alergias	Problemas Médicos/Enfermedades Crónicas	Otros Temas Médicos	

**Residencia** –La información esta mandatada federalmente con propósitos de acuerdo al Acto de Asitencia Mckinney-Vento.

¿Actualmente donde vive su hijo(a)/Familia? (ELIJA UNO)

- ☐ En una residencia unifamiliar, permanente,regular, é vivienda adecuada (casa, apartamento, condominio, casa móvil)
- ☐ En un refugio temporal
- ☐ En un motel/hotel
- ☐ Temporalmente con otra familia. (compartiendo la vivienda/residencia con otra familia ó individuos debido a dificultades economicas.)
- ☐ Temporalmente sin residencia
- ☐ Con una familia de acogida

- ☐ En una institución para niños acreditada
- ☐ Dormitorio o residencia escolar
- ☐ Institución de salud
- ☐ Institución de reclusión
- ☐ Centro de desarrollo
- ☐ En un hospital estatal
- ☐ En otro lugar (por favor de especeficar) \_\_\_\_\_

## Encuesta sobre el Lenguaje Hablado en Casa

¿Cual fue el idioma que aprendio su hijo/a cuando empezo a hablar? \_\_\_\_\_

¿Cual idioma habla su hijo/a con mas frecuencia en casa? \_\_\_\_\_

¿En cual idioma le habla a su hijo/a con mas frecuencia? \_\_\_\_\_

¿Cuales son los idiomas utilizados por los adultos en casa: \_\_\_\_\_

¿Ha estado su hijo/a en un Programa Bilingüe ó de Inglés Como Segundo Idioma(ESL)? \_\_\_\_\_

Idioma Primario y Códigos (Circule su idioma primario)					
56	Albanés	17	Francés	4	Coreano
11	Arabigo	18	Alemán	51	Kurdo(Kurdi, Kurmanji)
12	Armenio	19	Griego	47	Lahu
42	Asirio	43	Gujarati	10	Lao
61	Bengali	21	Hebreo	7	Mandarin (Putonghua)
13	Birmanio	22	Hindú	48	Marshallese
3	Cantonés	23	Hmong	44	Mien (Yao)
36	Cebuano (Visayan)	24	Húngaro	49	Mixteco
54	Chaldean	25	Llocano	40	Pashto
20	Chamorro (Guamanian)	26	Indonesio	41	Polaco
39	Chaozhou (Chiuchow)	27	Italiano	6	Portugués
15	Holandés	8	Japonés	28	Punjabi
0	Inglés	9	Khmer (Cambodian)	45	Romano
16	Farsi (Persiano)	50	Khmu	29	Ruso
5	Filipino (Pilipino o Tagalog)				
30	Samoano				
52	Serbo-Croata (Bosnio, Croata, Serbio)				
60	Somali				
1	Español				
46	Taiwanes				
32	Thailandés				
57	Tigrinya				
53	Taisaneese				
34	Tonga				
33	Turco				
38	Ucranio				
35	Urdo				
2	Vietnames				
99	Otro (No- Inglés)				

## Etnecidad/Raza

¿El estudiante es Hispano o Latino? (elij una respuesta)

- ☐ No, Hispano o Latino
- ☐ Sí, Hispano o Latino

La pregunta previa trato el tema de etnecidad, no de raza. Sin importar lo que eligio, **DEBE RESPONDER** la siguiente pregunta marcando una o multiple cajillas.

¿Cual es la Raza del estudiante? (elij una o multiple cajillas)

- ☐ Amerindio/a ó Nativo de Alaska (Persona con origens Norte,Sudamericana, o Centroamericana)
- ☐ Indo-Asiático
- ☐ Negro o Afro-Americano
- ☐ Camboyano
- ☐ Chino
- ☐ Filipino
- ☐ Guamano
- ☐ Hawaiano
- ☐ Hmong
- ☐ Japonés
- ☐ Coreano
- ☐ Laosiano
- ☐ Otro Asiático
- ☐ Otro Isleño Pacifico
- ☐ Samoano
- ☐ Tahitiano
- ☐ Vietnamita
- ☐ Caucaseo (Persona que tienen origines de Europá, Africa del Norté, o del Medio Oriente)

Nombre del Estudiante (Apellido) \_\_\_\_\_, (Nombre) \_\_\_\_\_



**Información sobre Programas de Instrucción**

1. ¿Ha participado su hijo(a) en algún tipo de programa de Servicios Educativos Especiales? (Si respondió "sí", por favor conteste las preguntas 2-5)	<input type="checkbox"/> Sí <input type="checkbox"/> No
2. ¿Actualmente esta recibiendo su hijo(a) Servicios Educativos Especiales?	<input type="checkbox"/> Sí <input type="checkbox"/> No
3. ¿Actualmente esta recibiendo su hijo(a) servicios de voz?	<input type="checkbox"/> Sí <input type="checkbox"/> No
4. ¿Tiene su hijo(a) el plan 504? (Si respondió, "sí" por favor presente una copia)	<input type="checkbox"/> Sí <input type="checkbox"/> No
5. ¿Su hijo(a) tiene un Plan Independiente de Educación Especial (IEP) para recibir Servicios Educativos Especiales? (Si respondió "sí", por favor presente una copia?)	<input type="checkbox"/> Sí <input type="checkbox"/> No

6. Si su hijo(a) esta recibiendo servicios educativos especiales, servicios de voz, ó obtiene el Plan 504 por favor explique:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. ¿Tiene su hijo(a) alguna necesidad especial, medica, fisica, o educativa de cual deberiamos estar al tanto?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Autorización General: SE REQUIEREN LAS INICIALES Y FIRMA DEL PADRE/GUARDIÁN**

En caso de una emergencia, cuando no este disponible, autorizo a las autoridades escolares para que lleven a mi hijo(a), bajo costo mio, a mi doctor familiar, a un doctor acreditado, al hospital mas cercano, o a un centro de emergencia mas cercano para tratamiento. Este consentimiento es valido hasta que se divulgue otra opción por escrito.

(Escriba sus iniciales a lado de su selección)      Si, doy permiso        x    
No, doy permiso      \_\_\_\_\_

En algunas ocasiones atraves del año académico los medios de comunicación pueden pedir permiso para escribir un artículo acerca de la escuela y/o tomar fotografías de actividades realizadas en la escuela. Adicionalmente, algunas historias, y/o fotografías de los estudiantes podrian ser tomadas para ser incluidas en la pagina/sitio de internet del Distrito,

(Escriba sus iniciales a lado de su selección)      Si, doy permiso        x    
No, doy permiso      \_\_\_\_\_

Yo autorizo a las Escuelas Públicas de St. HOPE la autorización para solicitar y/o compartir todo los archivos, datos, ó información determinada como relevante a la educación de mi hijo/a \_\_\_\_\_, con el Distrito Escolar Unificado en la Ciudad de Sacramento (SCUSD), el Departamento Escolar de California, cualquier otras escuelas, ó sistemas escolares en cuales mi hijo(a) haiga matriculado, o cualquier otro departamento gubernamental, de salud, o proveedores de servicios sociales, o oficinas cuyas actividades tienen que ver con los programas o servicios proporcionados por las Escuelas Públicas de St. HOPE. Yo entiendo que toda información se mantendra estrictamente confidencial.

**Yo afirmo, con mayor entendimiento, que la información presentada como parte de las Escuelas Públicas de St. HOPE es valida é correcta y que dare aviso a las escuela cada vez que suceda un cambio en la información presentada.**

\_\_\_\_\_  
Nombre del Padre/Guardián

X \_\_\_\_\_  
Firma del Padre/Guardián

\_\_\_\_\_  
Fecha (DD/MM/AA)

**¿Como se dio cuenta de Las Escuelas Públicas de St. HOPE?** Por favor marque todas las que correspondan:

- ☐ Pariente, estudiante actual, empleado de St. HOPE, amigo(a) | Nombre: \_\_\_\_\_
- ☐ Internet | Por favor incluya el sitio: \_\_\_\_\_
- ☐ Evento | Nombre del Evento: \_\_\_\_\_
- ☐ Organización Comunitaria | Lugar: \_\_\_\_\_
- ☐ Otro: (por favor especifique): \_\_\_\_\_

Nombre del Estudiante (Apellido) \_\_\_\_\_, (Nombre) \_\_\_\_\_



### Contrato de Responsabilidades Mutuas

En Oak Park Prep, reconocemos que todos los miembros de la comunidad escolar deben trabajar juntos con el fin de crear un entorno propicio para la excelencia académica. Cada niño aprende mejor cuando su familia está activamente involucrada en la educación del niño y cumple con las expectativas culturales de la escuela. Los padres, estudiantes y la administración de la escuela, los maestros y todo el personal tienen la responsabilidad de promover el aprendizaje y el crecimiento.

Como socios educativos, debemos estar de acuerdo para crear un ambiente escolar respetuoso con todo el mundo tratando a los demás como miembros valiosos de la comunidad. Por favor, lea las expectativas culturales de la escuela, ya que se exponen a continuación. El personal escolar, estudiantes y todos los padres / tutores deben firmar este contrato, lo que indica una voluntad de defender nuestras responsabilidades como participantes activos en la comunidad.

<b>ESTUDIANTE:</b>	
<ul style="list-style-type: none"> <li>Llegar a tiempo a la escuela y asistir a clases preparados para trabajar;</li> <li>Comprometer a sus logros todo el día, todos los días;</li> <li>Hacer de la escuela un ambiente seguro y ordenado e ser respetuoso y cortés;</li> <li>Completar todas las tareas asignadas a fondo ya tiempo;</li> <li>Pidire ayuda cuando lo necesite, y</li> <li>Siga nuestros valores fundamentales en todo momento, estar preparado, respetuoso, comprometido y profesional.</li> <li>Seguir las reglas de la escuela y aceptar la responsabilidad de mis acciones.</li> </ul>	
<b>PADRE(S) / GUARDIAN(ES):</b> Estoy/estamos de acuerdo con:	
<ul style="list-style-type: none"> <li>Asegurarse que mi hijo/a llegue a la escuela a tiempo y asista las clases preparado/a para trabajar;</li> <li>Hacer de la escuela un ambiente seguro y ordenado de ser respetuoso, y apoyar a la escuela en sus esfuerzos para promover el comportamiento de mi hijo y su éxito;</li> <li>Apoyar a mi hijo para mantener altos estándares académicos y de comportamiento;</li> <li>Asistir a las conferencias de padres y maestros;</li> <li>Revisar la tarea de mi hijo/a todas las noches para asegurarse de que se termine completamente y a tiempo</li> <li>Seguir las reglas de la escuela y aceptar la responsabilidad como un socio en el aprendizaje de mi hijo.</li> </ul>	
Nombre(s) de padre(s)/guardián(es):	
<b>Firma(s) de padre(s):</b>	<b>FECHA:</b>

<b>DIRECTORES Y MAESTROS:</b> Estamos de acuerdo con:	
<ul style="list-style-type: none"> <li>Llegar a la escuela a tiempo para proveer un ambiente académico riguroso de preparación universitaria;</li> <li>Hacer de la escuela un ambiente seguro y ordenado de ser respetuoso y el apoyo a la escuela en sus esfuerzos para promover la conducta cortés de los estudiantes;</li> <li>Comunicarse regularmente con las familias;</li> <li>Evaluar a los estudiantes con regularidad e imparcialidad, y</li> <li>Seguir las reglas de la escuela y aceptar la responsabilidad como socios en el aprendizaje de los estudiantes.</li> <li>Apoyar a los estudiantes para convertirlos en personas excepcionales, productivas y positivas.</li> </ul>	
Nombre:	
<b>Firma del maestro:</b>	<b>FECHA:</b>



## ELEMENT 9: ANNUAL FINANCIAL AUDITS

### **Contents**

- 9.1 OPPA 3 Year Budget Projection with Cash Flow
- 9.2 SHPS Audit Report 2011
- 9.3 SHPS Audit Report 2012
- 9.4 SHPS Audit Report 2013
- 9.5 SHPS Insurance Declaration

St. HOPE Public Schools  
2014-15 Cash Flow Projection  
September Revised Budget

	Object	July	August	September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June	Projected Accruals	Total	14-15 Sept Revised
A. BEGINNING CASH	9110	\$349,516	\$428,995	(\$355,730)	\$232,020	(\$311,117)	\$114,502	\$29,076	\$444,529	\$1,978	\$919,451	\$474,558	\$54,643			
B. RECEIPTS																
Revenue Limit Sources																
Property Taxes	8096	0	0	385,326	0	342,512	0	0	0	855,729	0	0	193,400	365,431	2,142,398	2,142,398
LCFF	8011	468,915	409,092	409,092	722,439	722,439	722,439	736,366	736,366	848,872	848,872	848,872	848,872	1,050,403	8,904,124	8,904,124
Education Protection Account	8012			491,623	0			491,623		491,623	0		491,623	(3)	1,966,489	1,966,489
Miscellaneous Funds	8080-8099	0	0		0	0	0	0	0	0	0	0	0	0	0	0
Federal Programs	8100-8299	0		0	0	0	0	0		0	0	0	0	0	0	0
Title I	8290			150,698		0	52,861			80,000			200,000	1,346	484,905	484,905
Title II	8290				1,776					5,000			100	(24)	6,852	6,852
IDEA	8290							82,464		83,000				36,474	201,938	201,938
PCSGP-Diss Grant	8290	15,008									100,000			103,095	218,103	203,095
Child Nutrition Program	8220	0	0		0	129,275	54,110	61,156	61,156	61,156	61,156	0	0	244,710	672,718	672,718
Child Nutrition State Revenues	8520					10,643	0	6,556	6,556	6,556	2,563			(4,087)	28,787	28,787
Child Development Apportionments	8530		0		52,155		0	25,629	0	18,916	17,371	17,371	25,192	0	156,634	156,634
Mandated Block Grant	8550	0				139,826								(96,852)	42,974	42,974
Lottery	8560	0	0			0	0	82,838	0	0	62,290	0	0	105,324	250,452	250,452
All Other State Revenue	8300-8599	460			25,945	0	0	0	0	0	0	0	0	(25,945)	460	0
Preschool Tuition	8710-8713		15,465	22,002	27,000.00		0	30,000	27,000	30,000	27,000	27,000	25,000	86,607	317,074	317,074
Special Ed from COE	8792	0	37,211	105,788	68,006.00		0	68,006	68,006	64,302	64,302	64,302	64,302	375,209	979,434	979,434
Other Local Revenue	86XX	29,406	80,282	64,036	110,897.63	54,369	0	17,000	17,000	17,000	17,000	17,000	11,866	0	435,857	271,950
Contributions	898X						0	171,906	8,456	2,287	0	0	0	(16,998)	165,650	165,650
All Other Financing Sources	8930-8979	0	0	0		0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS		513,789	542,050	1,628,565	1,008,218	1,399,064	829,410	1,773,544	924,540	2,564,441	1,200,554	974,545	1,860,355	2,224,690	16,974,849	16,795,474
C. EXPENDITURES																
Certificated Salaries	1000	234,887	645,470	661,725	648,114	663,993	663,993	663,993	663,993	663,993	663,993	663,993	663,993	350,000	7,852,142	7,970,799
Classified Salaries	2000	91,204	208,058	186,870	220,426	208,052	208,052	208,052	208,052	208,052	208,052	208,052	208,052	129,026	2,500,002	2,531,148
Employee Benefits	3000	74,229	186,493	202,430	200,963	199,401	199,401	199,401	199,401	199,401	199,401	199,401	199,401	119,757	2,379,081	2,447,479
Books & Supplies	4000	0	202,352	3,657	251,537	24,758	56,106	24,000	24,000	24,000	24,000	23,014	10,000	0	667,425	433,023
Services and Operating Expenses	5000	33,989	125,693	151,633	347,425	87,920	87,162	350,000	170,000	450,000	450,000	200,000	424,402	604,000	3,482,224	3,835,495
Depreciation	6900				9,096										9,096	0
Debt Payments	7630-7699	0	1,628	1,645	2,471	2,625	121	1,645	1,645	1,521					13,300	13,016
TOTAL EXPENDITURES		434,309	1,369,695	1,207,960	1,680,031	1,186,749	1,214,836	1,447,091	1,267,091	1,546,967	1,545,447	1,294,461	1,505,849	1,202,783	16,903,268	17,230,960
D. PRIOR YEAR TRANSACTIONS																
Bridge Funding	9120	0	0	0	0	300,000	300,000	0	0	0	0	0	0	0	(600,000)	0
Accounts Receivable	9200-9299	1,500,000	449,278	187,848	169,972		0	189,000							2,496,098	
Prepaid Expenditures	9330	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Accounts Payable	9500-9599	0	406,359	20,703	41,296	86,695									555,053	0
Delayed Payments	9XXX															
Current Loans	9640	1,500,000		0	0	0	0	100,000	100,000	100,000	100,000	100,000	100,000	0	2,100,000	0
Deferred Revenues	9650	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PRIOR YEAR TRANSACTIONS		0	42,919	167,145	128,676	213,305	300,000	89,000	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	0	(158,955)	(435,486)
E. NET INCREASE/DECREASE (B-C+D)		79,480	(784,726)	587,750	(543,137)	425,620	(85,426)	415,453	(442,552)	917,474	(444,893)	(419,916)	254,506	1,021,907		
F. ENDING CASH (A+E)		428,995	(355,730)	232,020	(311,117)	114,502	29,076	444,529	1,978	919,451	474,558	54,643	309,149	1,021,907		
G. ENDING CASH, PLUS ACCRUALS														1,331,057		

St. HOPE Public Schools  
2015-16 Cash Flow Projection

	Object	Projected												Projected	Total	14-15 Sept Revised
		July	August	September	October	November	December	January	February	March	April	May	June			
<b>A. BEGINNING CASH</b>	9110	\$309,149	\$745,084	\$55,336	\$283,307	\$414,618	\$479,624	\$53,702	\$325,210	\$33,511	\$802,500	\$584,410	\$140,311			
<b>B. RECEIPTS</b>																
<b>Revenue Limit Sources</b>																
Property Taxes	8096	0	0	385,326	0	342,512	0	0	0	855,729	0	0	193,400	365,431	2,142,398	2,142,398
LCFF	8011	-	466,894	466,894	840,410	840,410	840,410	840,410	840,410	840,410	840,410	840,410	1,680,819	0	9,337,887	9,337,887
Education Protection Account	8012			491,623	0			491,623		491,623	0		491,623	(3)	1,966,489	1,966,489
Miscellaneous Funds	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Programs	8100-8299	0		0	0	0	0	0		0	0	0	0	0	0	0
Title I	8290			175,698		0	62,861				90,000		220,831	0	549,390	549,390
Title II	8290				1,776						5,000		76	0	6,852	6,852
IDEA	8290							62,464			53,000			86,474	201,938	201,938
PCSGP-Diss Grant	8290	15,008									100,000			103,095	218,103	203,095
Child Nutrition Program	8220	0	0		0	129,275	54,110	61,156	61,156	61,156	61,156	0	0	244,710	672,718	672,718
Child Nutrition State Revenues	8520					10,643	0	6,556	6,556	6,556	2,563			(4,087)	28,787	28,787
Child Development Apportionments	8530		0		52,155		0	25,629	0	18,916	17,371	17,371	25,192	0	156,634	156,634
Mandated Block Grant	8550	0				42,974								0	42,974	42,974
Lottery	8560	0	0			0	0	82,838	0	0	62,290	0	0	105,324	250,452	250,452
All Other State Revenue	8300-8599	0			0	0	0	0	0	0	0	0	0	0	0	0
Preschool Tuition	8710-8713		15,465	22,002	33,000.00	30,000.00	30,000.00	30,000	30,000	30,000	30,000	30,000	30,000	6,607	317,074	317,074
Special Ed from COE	8792	0	37,211	105,788	68,006.00		0	68,006	68,006	64,302	64,302	64,302	64,302	395,775	1,000,000	1,000,000
Other Local Revenue	86XX	29,406	50,582	34,036	35,000.00	35,000	0	17,000	17,000	17,000	17,000	17,000	11,866	0	280,890	271,950
Contributions	898X					0	0	652			0	0	0	0	652	652
All Other Financing Sources	8930-8979	0	0	0		0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL RECEIPTS</b>		<b>44,414</b>	<b>570,153</b>	<b>1,681,367</b>	<b>1,030,347</b>	<b>1,430,813</b>	<b>987,381</b>	<b>1,686,334</b>	<b>1,023,128</b>	<b>2,533,692</b>	<b>1,195,092</b>	<b>969,083</b>	<b>2,718,109</b>	<b>1,303,326</b>	<b>17,173,238</b>	<b>17,149,290</b>
<b>C. EXPENDITURES</b>																
Certificated Salaries	1000	285,000	625,700	635,700	635,700	635,700	635,700	635,700	635,700	635,700	635,700	635,700	635,700	308,528	7,576,228	7,576,228
Classified Salaries	2000	100,000	210,000	220,000	220,000	220,000	220,000	220,000	220,000	220,000	220,000	220,000	220,000	118,046	2,628,046	2,628,046
Employee Benefits	3000	100,100	217,282	222,482	222,482	222,482	222,482	222,482	222,482	222,482	222,482	222,482	222,482	128,665	2,670,867	2,670,867
Books & Supplies	4000	25,000	25,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	33,023	433,023	433,023
Services and Operating Expenses	5000	200,000	175,000	300,000	250,000	250,000	300,000	300,000	200,000	350,000	300,000	300,000	300,000	459,952	3,684,952	3,684,952
Depreciation	6900												0		0	0
Debt Payments	7630-7699	0	1,628	1,645		2,625	121	1,645	1,645	1,521			2,187		13,016	13,016
<b>TOTAL EXPENDITURES</b>		<b>710,100</b>	<b>1,254,610</b>	<b>1,414,827</b>	<b>1,363,182</b>	<b>1,365,807</b>	<b>1,413,303</b>	<b>1,414,827</b>	<b>1,314,827</b>	<b>1,464,703</b>	<b>1,413,182</b>	<b>1,413,182</b>	<b>1,415,369</b>	<b>1,048,214</b>	<b>17,006,132</b>	<b>17,006,132</b>
<b>D. PRIOR YEAR TRANSACTIONS</b>																
Bridge Funding	9120	650,000	0	0	0			0	0	0	0	0	0	0	(650,000)	0
Accounts Receivable	9200-9299	1,050,403	244,710	365,431	564,146		0								2,224,690	
Prepaid Expenditures	9330	0	0	0			0							0	0	0
Accounts Payable	9500-9599	598,783	250,000	354,000											1,202,783	0
Delayed Payments	99XX															
Current Loans	9640			50,000	100,000	0	0			300,000			200,000		650,000	0
Deferred Revenues	9650	0	0	0	0	0	0	0	0							0
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>		<b>1,101,620</b>	<b>(5,290)</b>	<b>(38,569)</b>	<b>464,146</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(300,000)</b>	<b>0</b>	<b>0</b>	<b>(200,000)</b>	<b>0</b>	<b>371,907</b>	<b>0</b>
<b>E. NET INCREASE/DECREASE (B-C+D)</b>		<b>435,934</b>	<b>(689,747)</b>	<b>227,971</b>	<b>131,311</b>	<b>65,006</b>	<b>(425,922)</b>	<b>271,508</b>	<b>(291,699)</b>	<b>768,989</b>	<b>(218,091)</b>	<b>(444,099)</b>	<b>1,102,740</b>	<b>255,112</b>	<b>539,013</b>	<b>143,158</b>
<b>F. ENDING CASH (A+E)</b>		<b>745,084</b>	<b>55,336</b>	<b>283,307</b>	<b>414,618</b>	<b>479,624</b>	<b>53,702</b>	<b>325,210</b>	<b>33,511</b>	<b>802,500</b>	<b>584,410</b>	<b>140,311</b>	<b>1,243,051</b>	<b>255,112</b>		
<b>G. ENDING CASH, PLUS ACCRUALS</b>														<b>1,498,163</b>		

**St. HOPE Public Schools**  
**2016-17 Cash Flow Projection**

		Projected		Projected		Projected		Projected		Projected		Projected		Projected		14-15 Sept	
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total	Revised	
A. BEGINNING CASH	9110	\$1,243,051	\$673,668	(\$10,507)	\$328,543	\$380,524	\$431,496	\$7,218	\$322,370	\$24,316	\$961,950	\$537,503	\$37,048				
B. RECEIPTS																	
Revenue Limit Sources																	
Property Taxes	8096	0	0	385,326	0	342,512	0	0	0	855,729	0	0	193,400	365,431	2,142,398	2,142,398	
LCFF	8011	-	490,249	490,249	882,448	882,448	882,448	882,448	882,448	882,448	882,448	882,448	1,764,898	0	9,804,983	9,804,983	
Education Protection Account	8012			491,623	0			491,623		491,623	0		491,623	0	1,966,492	1,966,489	
Miscellaneous Funds	8080-8099	0	0		0	0	0	0	0	0	0	0	0	0	0	0	
Federal Programs	8100-8299	0		0	0	0	0	0		0	0	0	0	0	0	0	
Title I	8290			190,698		0	72,861			115,000			236,606	0	615,165	615,165	
Title II	8290				1,776					5,000			76	0	6,852	6,852	
IDEA	8290							62,464		53,000				86,474	201,938	201,938	
PCSGP-Diss Grant	8290	0									100,000			103,095	203,095	203,095	
Child Nutrition Program	8220	0	0		0	129,275	54,110	61,156	61,156	61,156	61,156	0	0	244,710	672,718	672,718	
Child Nutrition State Revenues	8520					6,556	0	6,556	6,556	6,556	2,563			(0)	28,787	28,787	
Child Development Apportionments	8530		0		52,155		0	25,629	0	18,916		17,371	25,192	0	156,634	156,634	
Mandated Block Grant	8550	0				42,974								0	42,974	42,974	
Lottery	8560	0	0			0	0	82,838	0	0	62,290	0	0	105,324	250,452	250,452	
All Other State Revenue	8300-8599	0		0	0	0	0	0	0	0	0	0	0	0	0	0	
Preschool Tuition	8710-8713		15,465	22,002	33,000.00	30,000.00	30,000.00	30,000	30,000	30,000	30,000	30,000	30,000	6,607	317,074	317,074	
Special Ed from COE	8792	0	37,211	110,788	70,006.00		0	70,006	70,006	66,302	66,302	66,302	66,302	399,775	1,023,000	1,023,000	
Other Local Revenue	860X	29,406	23,154	23,154	45,000.00	54,369	0	17,000	17,000	17,000	17,000	17,000	11,863	0	271,947	271,950	
Contributions	898X							652			0	0	0	0	652	652	
All Other Financing Sources	8930-8979	0	0	0		0	0	0	0	0	0	0	0	0	0	0	
TOTAL RECEIPTS		29,406	566,079	1,713,840	1,084,385	1,488,134	1,039,419	1,730,373	1,067,166	2,602,730	1,239,130	1,013,121	2,819,960	1,311,416	17,705,161	17,705,161	
C. EXPENDITURES																	
Certificated Salaries	1000	295,351	656,700	656,700	656,700	656,700	656,700	656,700	656,700	656,700	656,700	656,700	656,700	296,976	7,816,027	7,816,027	
Classified Salaries	2000	110,000	217,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	108,773	2,685,773	2,685,773	
Employee Benefits	3000	113,498	244,636	246,876	246,876	246,876	246,876	246,876	246,876	246,876	246,876	246,876	246,876	101,966	2,928,860	2,928,860	
Books & Supplies	4000	25,000	25,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	33,023	433,023	433,023	
Services and Operating Expenses	5000	200,000	175,000	300,000	250,000	300,000	300,000	250,000	200,000	350,000	350,000	350,000	350,000	360,567	3,735,567	3,735,567	
Depreciation	6900													0	0	0	
Debt Payments	7630-7699	0	1,628	1,645		2,625	121	1,645	1,645	1,521			2,187		13,016	13,016	
TOTAL EXPENDITURES		743,849	1,319,964	1,465,221	1,413,576	1,466,201	1,463,697	1,415,221	1,365,221	1,515,097	1,513,576	1,513,576	1,515,763	901,305	17,612,266	17,612,266	
D. PRIOR YEAR TRANSACTIONS																	
Bridge Funding	9120	650,000	0	0	0			0	0	0	0		0	0	(650,000)	0	
Accounts Receivable	9200-9299	0	244,710	365,431	564,146	129,039	0								1,303,326		
Prepaid Expenditures	9330	0	0	0			0							0	0	0	
Accounts Payable	9500-9599	504,940	175,000	275,000	132,975										1,087,915	0	
Delayed Payments	900X																
Current Loans	9640			0	50,000	100,000	0	0		150,000	150,000		200,000	0	650,000	0	
Deferred Revenues	9650	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL PRIOR YEAR TRANSACTIONS		145,060	69,710	90,431	381,171	29,039	0	0	0	(150,000)	(150,000)	0	(200,000)	0	(434,589)	0	
E. NET INCREASE/DECREASE (B-C+D)		(569,383)	(684,175)	339,050	51,981	50,972	(424,278)	315,152	(298,054)	937,633	(424,447)	(500,455)	1,104,197	410,111	(341,694)	92,895	
F. ENDING CASH (A+E)		673,668	(10,507)	328,543	380,524	431,496	7,218	322,370	24,316	961,950	537,503	37,048	1,141,245	410,111			
G. ENDING CASH, PLUS ACCRUALS														1,551,356			

**St. Hope Public Schools  
2014-15 Oak Park Preparatory Academy  
Three Year Budget Projection**

***Oak Park Preparatory Academy***

		<b>2014-15 Revised Budget A</b>	<b>2015-16 Projected Budget B</b>	<b>2016-17 Projected Budget C</b>
<b>REVENUES</b>				
LCFF/EPA/Prop Tax In Lieu	8010-8099	<b>913,274</b>	1,031,783	1,168,688
Federal Sources	8100-8299	<b>122,214</b>	124,714	127,214
Other State Revenues	8300-8599	<b>23,288</b>	23,288	23,288
Other Local Revenues	8600-8799	<b>90,988</b>	90,988	90,988
<b>TOTAL REVENUES</b>		<b>1,149,764</b>	1,270,773	1,410,178
<b>EXPENDITURES</b>				
Certificated Salaries	1000-1999	<b>511,582</b>	529,941	594,919
Classified Salaries	2000-2999	<b>97,046</b>	103,074	105,909
Employee Benefits	3000-3999	<b>128,971</b>	139,942	166,693
Books and Supplies	4000-4999	<b>189,492</b>	39,756	39,756
Services, Other Operating Expenses	5000-5999	<b>161,553</b>	163,465	165,583
Capitol Outlay	6000-6999	<b>4,404</b>	4,404	4,404
	7100-7299			
Other Outgo	7400-7499	<b>516</b>	0	0
Direct Support/Indirect Costs	7300-7399	<b>117,268</b>	189,874	272,017
<b>TOTAL EXPENDITURES</b>		<b>1,210,832</b>	1,170,457	1,349,281
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES</b>		<b>(61,068)</b>	100,317	60,897
<b>Beginning Fund Balance</b>		<b>200,971</b>	139,903	240,219
<b>Audited Beginning Balance</b>		<b>200,971</b>	139,903	240,219
<b>Ending Fund Balance</b>		<b>139,903</b>	240,219	301,116
<b>Components of Fund Balance:</b>				
3% Designated Board Reserves		<b>4,197</b>	<b>7,207</b>	<b>9,033</b>
		<b>0</b>		<b>0</b>
<b>Unappropriated Fund Balance</b>		<b>135,706</b>	<b>233,013</b>	<b>292,082</b>



St. Hope Public Schools  
2014-15 Oak Park Preparatory Academy  
Three Year Budget Projection

**Oak Park Preparatory Academy**

2014-15  
Revised  
Budget  
A

2015-16  
Projected  
Budget  
B

2016-17  
Projected  
Budget  
C

**ASSUMPTIONS**

<b>REVENUES</b>			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Revenue Limit Sources</b>					
	Projected Enrollment	CBEDS	136	150	180
	Projected P2 ADA	ADA @ 93%	126.38	139.50	167.40
LCFF			913,274	1,031,783	1,168,688
<b>Total Additional Revenue Limit Sources</b>			<b>913,274</b>	<b>1,031,783</b>	<b>1,168,688</b>
<b>Federal Revenues</b>					
NCLB Title I			0	2,500	2,500
<b>Total Change in Federal Revenues</b>			<b>0</b>	<b>2,500</b>	<b>2,500</b>
<b>Other State Revenues</b>					
Lottery -UR		\$125	0		
Lottery _Restricted		\$31	0		
<b>Total Change in Other State Revenues</b>			<b>0</b>	<b>0</b>	<b>0</b>
<b>Other Local Revenues</b>					
Adjust Other Local Income					
Adjust Donations			0		
<b>Total Change in Other Local Revenues</b>			<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL REVENUES</b>			<b>913,274</b>	<b>1,034,283</b>	<b>1,171,188</b>

St. Hope Public Schools  
2014-15 Oak Park Preparatory Academy  
Three Year Budget Projection

**Oak Park Preparatory Academy**

	2014-15 Revised Budget A	2015-16 Projected Budget B	2016-17 Projected Budget C
<b>EXPENDITURES</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Certificated Salaries</b>			
Classroom Teachers	0	0	45,000
Estimated Step/Column Increases		18,359	19,978
<b>Total Change in Certificated Salaries</b>	<b>0</b>	<b>18,359</b>	<b>64,978</b>
<b>Classified Salaries</b>			
Other Classified Salaries		0	0
Estimated Step/Column Increases		6,028	2,835
Extra Clerical Support - PT			0
<b>Total Change in Classified Salaries</b>	<b>0</b>	<b>6,028</b>	<b>2,835</b>
<b>Employee Benefits</b>			
Statutory Certificated Benefits	0	5,707	14,260
Statutory Classified Benefits	0	0	0
H & W	0	5,264	12,491
<b>Total Change in Employee Benefits</b>	<b>0</b>	<b>10,971</b>	<b>26,751</b>
<b>Books and Supplies</b>			
Textbooks			
Other Classroom Books			
Other School and Classroom Supplies			
Computers/Tablets/Technology			
<b>Total Change in Books and Supplies</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Services, Other Operating Expenses</b>			
Utilities		1,612	1,693
Property & Liability Insurance		50	75
Special Education Encroachment			
SCUSD Oversight		250	350
Custodial Services			
SELPA Special Education Contract Services			
<b>Total Change in Services, Other Oper. Expenses</b>	<b>0</b>	<b>1,912</b>	<b>2,118</b>
<b>Capitol Outlay</b>			
Building Improvements			
<b>Total Change in Capitol Outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Direct Support/Indirect Costs</b>			
Central Office Administration Fee		72,606	82,142
Changes to Indirect Costs-Other Funds			
<b>Total Change in Other Outgo</b>	<b>0</b>	<b>72,606</b>	<b>82,142</b>
<b>TOTAL EXPENDITURES</b>	<b>0</b>	<b>109,876</b>	<b>178,824</b>

**St. Hope Public Schools**  
**2014-15 SHPS**  
**Three Year Budget Projection**

<b>St. HOPE Public Schools</b>						
			<b>2014-15 Revised Budget A</b>	<b>2015-16 Projected Budget B</b>	<b>2016-17 Projected Budget C</b>	
<b>REVENUES</b>						
LCFF/EPA/Prop Tax In Lieu	8010-8099		13,013,011	13,446,774	13,913,870	
Federal Sources	8100-8299		1,569,508	1,633,993	1,699,768	
Other State Revenues	8300-8599		478,847	478,847	478,847	
Other Local Revenues	8600-8799		1,734,108	1,589,676	1,589,676	
<b>TOTAL REVENUES</b>			<b>16,795,474</b>	<b>17,149,290</b>	<b>17,682,161</b>	
<b>EXPENDITURES</b>						
Certificated Salaries	1000-1999		7,864,059	7,469,488	7,709,287	
Classified Salaries	2000-2999		2,565,153	2,662,051	2,719,778	
Employee Benefits	3000-3999		2,459,115	2,682,503	2,940,496	
Books and Supplies	4000-4999		433,023	433,023	433,023	
Services, Other Operating Expenses	5000-5999		3,835,495	3,684,952	3,735,587	
Capitol Outlay	6000-6999		53,485	53,485	53,485	
Other Outgo	7100-7299 7400-7499		0	0	0	
Direct Support/Indirect Costs	7300-7399		13,016	13,016	13,016	
<b>TOTAL EXPENDITURES</b>			<b>17,223,346</b>	<b>16,998,518</b>	<b>17,604,671</b>	
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES</b>			<b>(427,872)</b>	<b>150,772</b>	<b>77,489</b>	
<b>Beginning Fund Balance</b>			<b>1,704,069</b>	<b>1,276,197</b>	<b>1,426,969</b>	
<b>Audited Beginning Balance</b>			<b>1,704,069</b>	<b>1,276,197</b>	<b>1,426,969</b>	
<b>Ending Fund Balance</b>			<b>1,276,197</b>	<b>1,426,969</b>	<b>1,504,459</b>	
<b>Components of Fund Balance:</b>						
3% Designated Board Reserves			516,700	509,956	528,140	
			0		0	
<b>Unappropriated Fund Balance</b>			<b>759,497</b>	<b>917,014</b>	<b>976,318</b>	
<b>ASSUMPTIONS</b>						

<b>REVENUES</b>			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Revenue Limit Sources	Projected Enrollment	CBEDS			

Projected P2 ADA ADA @ 93%				
LCFF	SHS		205,153	214,677
	PS7		108,781	113,655
	OPP		118,509	136,905
	TRI		1,320	1,859
<b>Total Additional Revenue Limit Sources</b>		<b>0</b>	<b>433,763</b>	<b>467,096</b>
<b>Federal Revenues</b>				
NCLB Title I		<b>0</b>	<b>64,485</b>	<b>65,775</b>
<b>Total Change in Federal Revenues</b>		<b>0</b>	<b>64,485</b>	<b>65,775</b>
<b>Other State Revenues</b>				
Lottery -UR		\$125 <b>0</b>		
Lottery _Restricted		\$31 <b>0</b>		
<b>Total Change in Other State Revenues</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>Other Local Revenues</b>				
Adjust Other Local Income			20,568	23,000
Increase in SELPA			(165,000)	
Adjust Donations		<b>0</b>		
<b>Total Change in Other Local Revenues</b>		<b>0</b>	<b>(144,432)</b>	<b>23,000</b>
<b>TOTAL REVENUES</b>		<b>0</b>	<b>353,816</b>	<b>555,871</b>

<b>EXPENDITURES</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Certificated Salaries</b>				
Certificated Staffing Realignment		<b>0</b>	(740,000)	45,000
Estimated Step/Column Increases			0	0
SHS			92,099	108,129
PS7			35,158	40,861
OPP			18,359	19,978
TRI			1,320	1,859
HO			198,493	23,972
<b>Total Change in Certificated Salaries</b>		<b>0</b>	<b>(394,571)</b>	<b>239,799</b>
<b>Classified Salaries</b>				
Other Classified Salaries			0	0
Estimated Step/Column Increases				
SHS			36,634	17,332
PS7			34,671	15,733
OPP			6,028	2,835
TRI			1,065	1,127
HO			18,500	20,700
Extra Clerical Support - PT				0
<b>Total Change in Classified Salaries</b>		<b>0</b>	<b>96,898</b>	<b>57,727</b>
<b>Employee Benefits</b>				
Statutory Benefits		<b>0</b>		
SHS			106,697	120,300
PS7			60,540	61,943
OPP			5,707	14,260
TRI			1,016	1,496
HO			27,316	30,740
H & W		<b>0</b>	22,112	29,254
<b>Total Change in Employee Benefits</b>		<b>0</b>	<b>223,388</b>	<b>257,993</b>
<b>Books and Supplies</b>				
Textbooks				
Other Classroom Books				
Other School and Classroom Supplies				
Computers/Tablets/Technology				
<b>Total Change in Books and Supplies</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>Services, Other Operating Expenses</b>				
Utilities			28,775	30,213
Property & Liability Insurance			15,000	15,750
SCUSD Oversight			4,338	4,671
City Year Contract End				
Reduce TFA Contract			(50,000)	
Reduce Legal			(45,000)	
Reduce HO Rent			(43,655)	

Reduce one-time Professional Services		(60,000)		
<b>Total Change in Services, Other Oper. Expenses</b>	<b>0</b>	<b>(150,543)</b>	50,634	
<b>Capitol Outlay</b>				
Building Improvements				
<b>Total Change in Capitol Outlay</b>	<b>0</b>	0	0	
<b>Direct Support/Indirect Costs</b>				
Central Office Administration Fee				
Changes to Indirect Costs-Other Funds				
<b>Total Change in Other Outgo</b>	<b>0</b>	0	0	
<b>TOTAL EXPENDITURES</b>	<b>0</b>	<b>(224,828)</b>	<b>606,153</b>	

Assumptions:		2015-16	2016-17	2017-18	2018-19
SHS					
	Enrollment	996	996	996	996
	ADA	948.31	948.31	948.31	948.31
	%	95.21%	95.21%	95.21%	95.21%
PS7					
	Enrollment	619	619	619	619
	ADA	581.86	581.86	581.86	581.86
	%	94.00%	94.00%	94.00%	94.00%
OPP					
	Enrollment	150	180	180	180
	ADA	139.50	167.40	167.40	167.40
	%	93.00%	93.00%	93.00%	93.00%
Salary Schedules					
Annual		2.75%	2.75%	2.75%	2.75%
Hourly		2.75%	2.75%	2.75%	2.75%
Teacher		2.00%	2.00%	2.00%	2.00%
Staffing		-750000	1.0 Teacher	NA	NA
	Organizational a				
STRS		10.73%	12.58%	14.43%	16.28%
Health & Welfare		9.00%	9.00%	9.00%	9.00%
Insurance		5.00%	5.00%	5.00%	5.00%
Utilities		5.00%	5.00%	5.00%	5.00%
SCUSD Oversight			Adjstuted to 1% Revenues		

**ST. HOPE PUBLIC SCHOOLS**  
**(A CALIFORNIA NON-PROFIT**  
**PUBLIC BENEFIT CORPORATION)**

**FINANCIAL STATEMENTS WITH**  
**INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED**  
**JUNE 30, 2011 AND 2010**

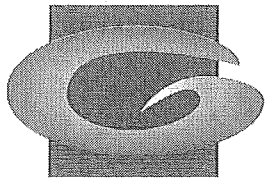
**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

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Gilbert Associates, Inc.  
CPAs and Advisors

## INDEPENDENT AUDITOR'S REPORT

**To the Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited the accompanying statements of financial position of St. HOPE Public Schools, a California non-profit public benefit corporation (the Organization), as of June 30, 2011 and 2010, and the related statements of activities, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2011, on our consideration of the Organization's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements of the Organization. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated in all material respects, in relation to the basic financial statements taken as a whole.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements of the Organization. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

A handwritten signature in cursive script that reads "Gilbert Associates, Inc.".

**GILBERT ASSOCIATES, INC.  
Sacramento, California**

**December 5, 2011**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2011 AND 2010**

	<u><b>2011</b></u>	<u><b>2010</b></u>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash	\$ 2,847,447	\$ 699,659
Investments	25,801	23,668
Accounts receivable	165,872	127,520
Due from grantor governments	2,596,966	2,019,493
Private grants receivable, current	145,500	117,500
Prepaid expenses and other assets	<u>242,159</u>	<u>313,216</u>
Total current assets	6,023,745	3,301,056
 <b>PRIVATE GRANTS RECEIVABLE, NET</b>		50,000
 <b>PROPERTY AND EQUIPMENT, NET</b>	<u>275,725</u>	<u>254,421</u>
 <b>TOTAL ASSETS</b>	<u><u>\$ 6,299,470</u></u>	<u><u>\$ 3,605,477</u></u>
 <b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 292,840	\$ 492,742
Due to student groups	27,061	23,564
Accrued expenses	229,256	249,252
Deferred revenues	80,461	30,000
Debt	5,017,874	2,575,639
Capital lease, current	<u>24,243</u>	<u>37,349</u>
Total current liabilities	5,671,735	3,408,546
 <b>CAPITAL LEASE, NET</b>	<u>123,576</u>	<u>99,778</u>
Total liabilities	<u><u>5,795,311</u></u>	<u><u>3,508,324</u></u>
 <b>NET ASSETS:</b>		
Unrestricted	273,036	(173,038)
Temporarily restricted	<u>231,123</u>	<u>270,191</u>
Total net assets	<u><u>504,159</u></u>	<u><u>97,153</u></u>
 <b>TOTAL LIABILITIES AND NET ASSETS</b>	<u><u>\$ 6,299,470</u></u>	<u><u>\$ 3,605,477</u></u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

	<u>2011</u>	<u>2010</u>
<b>UNRESTRICTED NET ASSETS:</b>		
<b>REVENUES:</b>		
Revenue Limit Sources:		
State aid portion of general purpose block grant	\$ 6,047,052	\$ 5,267,160
State Revenue:		
Categorical block grant	742,640	775,526
Lottery	167,615	163,431
All other state revenue	962,091	405,594
Local Revenue:		
Cash in-lieu of property taxes	1,277,430	1,750,923
All other local revenue	637,244	549,666
Private grants and contributions	197,554	201,897
Federal revenues	1,181,885	978,077
Donated supplies	104,016	112,628
Investment income (loss)	2,151	(2,277)
Release of temporarily restricted net assets	126,800	674,151
Total revenues	<u>11,446,478</u>	<u>10,876,776</u>
<b>EXPENSES:</b>		
Program Services:		
Instruction, special education, and pupil services	8,425,344	8,385,519
Supporting Services:		
General and administrative	2,575,060	2,616,684
Total expenses	<u>11,000,404</u>	<u>11,002,203</u>
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</b>	<u>446,074</u>	<u>(125,427)</u>
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>		
Federal revenues	834	
All other state revenue	15,050	15,266
Private grants	71,848	17,358
Release of temporarily restricted net assets	(126,800)	(674,151)
<b>DECREASE IN TEMPORARILY RESTRICTED NET ASSETS</b>	<u>(39,068)</u>	<u>(641,527)</u>
<b>INCREASE (DECREASE) IN NET ASSETS</b>	407,006	(766,954)
<b>NET ASSETS, Beginning of Year</b>	<u>97,153</u>	<u>864,107</u>
<b>NET ASSETS, End of Year</b>	<u>\$ 504,159</u>	<u>\$ 97,153</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

<b>2011</b>			
	<b>Instruction, Special Education, &amp; Pupil Services</b>	<b>General and Administrative</b>	<b>Total Expenses</b>
Certificated salaries	\$ 4,065,834	\$ 150,957	\$ 4,216,791
Classified salaries	655,347	781,923	1,437,270
Employee benefits	1,289,495	274,381	1,563,876
Books and supplies	432,171	93,183	525,354
Services and other operating expenses	1,943,382	835,785	2,779,167
Depreciation	39,115	9,678	48,793
Interest		429,153	429,153
Total	<u>\$ 8,425,344</u>	<u>\$ 2,575,060</u>	<u>\$ 11,000,404</u>
<b>2010</b>			
	<b>Instruction, Special Education, &amp; Pupil Services</b>	<b>General and Administrative</b>	<b>Total Expenses</b>
Certificated salaries	\$ 3,725,500	\$ 139,830	\$ 3,865,330
Classified salaries	640,328	702,499	1,342,827
Employee benefits	1,113,359	222,531	1,335,890
Books and supplies	480,103	96,158	576,261
Services and other operating expenses	2,386,253	1,114,819	3,501,072
Depreciation	39,976	32,910	72,886
Interest		307,937	307,937
Total	<u>\$ 8,385,519</u>	<u>\$ 2,616,684</u>	<u>\$ 11,002,203</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF CASH FLOWS**  
**JUNE 30, 2011 AND 2010**

	<u><b>2011</b></u>	<u><b>2010</b></u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Increase (decrease) in net assets	\$ 407,006	\$ (766,954)
Adjustments to reconcile to net cash provided by operating activities:		
Depreciation	48,793	72,886
Donated investments		(25,945)
Unrealized (gain) loss on investments	(2,151)	2,277
Donated property and equipment	(7,965)	
Loss on disposal of equipment	(3,107)	
Changes in:		
Accounts receivable	(38,352)	90,204
Due from grantor governments	(577,473)	(57,650)
Private grants receivable	22,000	122,500
Prepaid expenses and other assets	71,057	(256,594)
Accounts payable	(199,902)	(1,241,984)
Due to student groups	3,497	3,981
Accrued expenses	(19,996)	4,967
Deferred revenues	50,461	(68,856)
Net cash used in operating activities	<u>(246,132)</u>	<u>(2,121,168)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Investment purchases	(25,781)	
Proceeds from sale of investments	25,799	
Purchases of property and equipment	<u>(16,968)</u>	
Net cash used in investing activities	<u>(16,950)</u>	
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Proceeds from debt	6,364,600	4,820,001
Repayments of debt	(3,922,365)	(2,375,612)
Principal payments on capital lease	<u>(31,365)</u>	<u>(36,657)</u>
Net cash provided by financing activities	<u>2,410,870</u>	<u>2,407,732</u>
<b>NET INCREASE IN CASH</b>	2,147,788	286,564
<b>CASH, Beginning of Year</b>	<u>699,659</u>	<u>413,095</u>
<b>CASH, End of Year</b>	<u>\$ 2,847,447</u>	<u>\$ 699,659</u>
<b>NON-CASH INVESTING ACTIVITIES:</b>		
Equipment purchased by incurring a capital lease obligation	<u>\$ 152,185</u>	<u>\$ _____</u>
Return of leased equipment through forgiveness of capital lease obligation	<u>\$ 110,128</u>	<u>\$ _____</u>
Donated property and equipment	<u>\$ 7,965</u>	<u>\$ _____</u>
Donated investments	<u>\$ _____</u>	<u>\$ 25,945</u>
<b>CASH PAID FOR INTEREST</b>	<u>\$ 429,153</u>	<u>\$ 307,937</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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**1. OPERATIONS**

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants.

In addition to operating two charter schools, the Organization has a preschool, Triumph Center for Early Childhood Education, which is a tuition-based preschool that serves students aging from 2 1/2 to 5 years of age. Triumph's goal is to prepare students to excel in school and in life.

Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include two schools: Sacramento Charter High School (SCHS), charter school number 0596; and St. HOPE Public School #7 (PS7), charter school number 0491. Charters are granted to each school for five years with an opportunity to request a continuation. The charter for PS7 was renewed on May 3, 2007, and will expire June 30, 2012. The charter for SCHS was renewed on December 20, 2007, and will expire June 30, 2013. Charters may be revoked by the Sponsoring District for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Sponsoring District receives 1% of the annual charter revenue for supervisorial oversight. Through June 30, 2011, the Organization had separately negotiated with their Sponsoring District for administrative, personnel and facility services. Additionally, special education encroachment expenses were paid by the Organization to the Sponsoring District during the 2009-10 fiscal year. These fees are documented through written agreements and memoranda of understanding.

On October 6, 2011, the Organization was granted a third charter through the Sponsoring District. The charter name is Oak Park Preparatory Academy. This charter school will begin serving students in the 2012/13 school year.

**2. SIGNIFICANT ACCOUNTING POLICIES**

**Basis of accounting and financial statement presentation** – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no permanently restricted net assets as of June 30, 2011 and 2010.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Support that is restricted by the donor is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as “Net Assets Released from Restriction”. Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, generally when the expenditures are incurred related to the required services.

Donated materials, equipment, and professional services are recorded as in-kind donations and recognized at the estimated fair value as of the date of donation or service. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. Total in-kind contributions of \$104,016 in donated athletic materials and a vehicle were received during the year ended June 30, 2011. Total in-kind contributions of \$112,628 in athletic materials were received during the year ended June 30, 2010.

**Cash and cash equivalents** – For financial statement purposes, the Organization considers investments with a maturity of three months or less from the date of purchase to be cash equivalents.

**Investments** are stated at fair value based on quoted market prices.

**Property and equipment** with a value greater than \$5,000 are capitalized at cost or, in the case of donated property, at fair market value on the date of receipt. Depreciation is recorded using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Due to Student Groups** – Sacramento Charter High has an Associated Student Body which consists of the Student Senate and various clubs. Funds raised by the various student groups are held in a separate bank account by the Organization. The Organization provides oversight and monitors the activities of these groups. \$27,061 and \$23,564 were included in the cash balance of the Organization and in Due to student groups at June 30, 2011 and 2010, respectively, in the Statements of Financial Position. Revenues and expenses of the student groups are generated by the Associated Student Body separately from the Organization and therefore are not included on the Organization’s Statements of Activities.

**Functional allocation of expenses** – The cost of providing various programs and other activities has been summarized on a functional basis in the Statements of Activities and Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.



**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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**Income taxes** – The Organization has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined the Organization is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in these financial statements. The Organization has implemented the amended accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2007.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financials are the collectability of receivables and the useful life of property and equipment. Accordingly, actual results could differ from those estimates.

**Fair value measurements** – The Organization values its financial assets and liabilities based on the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In determining fair value, the Organization utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

- |                |   |
|----------------|---|
| Level 1 Inputs | Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities. |
| Level 2 Inputs | Inputs other than quoted prices in active markets that are observable either directly or indirectly.                        |
| Level 3 Inputs | Unobservable inputs in which there is little or no market data, which requires management to develop their own assumptions. |

**Subsequent events** have been reviewed through December 5, 2011, the date the financial statements were available to be issued.

**Recent accounting pronouncements** – The Financial Accounting Standards Board issued Accounting Standards Update 2010-06, *Improving Disclosures about Fair Value Measurements*. This update is effective for the annual reporting periods beginning January 1, 2010. Other than requiring additional disclosures, adoption of this update did not have a material effect on the Organization's financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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**3. PRIVATE GRANT RECEIVABLES**

The Organization recognizes long-term grants receivable at their estimated fair value on a non-recurring basis. Fair value is determined by calculating the present value of the estimated future cash flows at the time the grant is received. All private grants receivable as of June 30, 2011 and 2010 were receivable within two years. Management did not discount the long-term portion of grants receivable which were not deemed to be significantly different from the original value.

**4. INVESTMENTS**

Investments at June 30, 2011 and 2010, consist of money market funds and equity securities, respectively, and are classified within Level 1 of the fair value hierarchy because they are measured by pricing on publicly traded markets with reasonable levels of price transparency. Investment income for the year ended June 30, 2011 was \$2,151 and consisted of a realized gain. Investment loss for the year ended June 30, 2010 was \$2,277, consisted of net unrealized gains and losses.

**5. PROPERTY AND EQUIPMENT**

Property and equipment consists of the following:

	<u><b>2011</b></u>	<u><b>2010</b></u>
Leasehold improvements	\$ 278,549	\$ 278,549
Equipment	765,870	785,575
Vehicle	<u>7,965</u>	<u></u>
Total property and equipment	1,052,384	1,064,124
Less accumulated depreciation	<u>(776,659)</u>	<u>(809,703)</u>
Property and equipment, net	<u><u>\$ 275,725</u></u>	<u><u>\$ 254,421</u></u>

**6. DEBT**

In September 2009 and May 2010, the Organization authorized the sale and assigned its rights of \$3,000,000 and \$6,000,000, respectively, of future general purpose block grant apportionments under SCHS to Charter School Capital, Inc. In return for the advance cash from Charter School Capital, Inc. the Organization was charged a fee of \$97,500 and \$149,400 plus discounts that were determined at the time of the sale. These fees and discounts were capitalized as other assets and then amortized over the life of the loan and recognized as interest expense in the Statement of Functional Expenses. At June 30, 2011 and 2010, total amount due under these loans totaled \$2,163,074 and \$2,575,639, respectively. Fees and discounts capitalized as of June 30, 2011 and 2010, totaled \$77,464 and \$223,464 and amounts recognized as interest expense totaled \$420,936 and \$269,722, respectively. The effective interest rate on the borrowings ranges from 10.75 % to 29.16%.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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In June 2011, the Organization entered into two promissory notes with the Sponsoring District totaling \$2,854,800, which includes an issuance fee of \$109,800. The fee is capitalized as other assets and is amortized over the life of the loan and recognized as interest expense in the Statement of Functional Expenses. These notes are secured by and will be paid through 2011-12 tax revenues. The notes are further secured by all unrestricted monies passed through the Sponsoring District to the Organization. At June 30, 2011, total amount due under these notes totaled \$2,854,800. Fees capitalized as of June 30, 2011, totaled \$109,800. No interest expense has been accrued as of June 30, 2011. The effective interest rate on the notes is 4.00%.

**7. LEASES**

Capital Lease

The Organization has leases for multiple copier machines that meet the conditions to be considered a capital lease under professional standards. The lease terms are from April 2011 through May 2016. Under these agreements, the minimum lease payments are due monthly of approximately \$6,785. The equipment under capital lease, valued at \$152,185 at the inception of the lease, is included in the equipment balance and is being depreciated over the term of the lease. The related depreciation is included in the total depreciation as disclosed on the Statement of Functional Expenses.

The following is a schedule of future minimum lease payments under the capital leases together with the present value of the net minimum lease payments as of June 30, 2011:

Year ending June 30:

2012	\$ 81,420
2013	81,420
2014	76,429
2015	69,443
2016	<u>52,082</u>
Total minimum lease payments	360,794
Less: Amount representing estimated executory costs (such as taxes, maintenance, and insurance), including profit thereon, included in total minimum lease payments	<u>(142,889)</u>
Net minimum lease payments	217,905
Less: Amount representing interest	<u>(70,086)</u>
Present value of net minimum lease payments	<u>\$ 147,819</u>

Operating Leases

The Organization leases land and buildings for its SCHS and PS7 campuses from the Sponsoring District under an operating lease. Rental expense incurred was \$459,726 and \$429,737 for the years ended June 30, 2011 and 2010, respectively.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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The facility for the Triumph Center for Early Childhood Education is leased from St. HOPE Academy, a separate 501(c)(3) organization, and expires in June 2017. The Organization also leases equipment under an operating lease expiring in 2016. Rental expense for these operating leases was \$114,168 for the years ended June 30, 2011 and 2010. The aggregate minimum rental payments required under the terms of the operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year Ending June 30,</u>	<u>Minimum Payments</u>
2012	\$ 110,759
2013	110,209
2014	110,209
2015	110,209
2016	110,209
Thereafter	<u>107,640</u>
Total	<u>\$ 659,235</u>

**8. EMPLOYEE BENEFIT PLANS**

Qualified certificated employees are covered under a multiple-employer defined benefit pension plan, (the California State Teachers' Retirement System [CalSTRS]) maintained by the State of California.

Plan Description

The Organization contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

The Organization is required to contribute 8.25% of its certificated salary expense. The Organization's contributions to CalSTRS for the fiscal year ending June 30, 2011, 2010, and 2009, were \$324,984, \$370,224, and \$419,036, respectively.

Other Information

The Organization also sponsors a voluntary 401(k) Plan covering substantially all employees of the Organization who have obtained the age of 21 and are not covered by a collective-bargaining agreement. The Organization makes discretionary contributions. Contributions of \$21,619, \$5,696, and \$50,081 were made into the plan for the year ended June 30, 2011, 2010, and 2009, respectively.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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**9. RESTRICTED NET ASSETS**

Temporarily restricted net assets consist of unspent donations, grants, and entitlements restricted as to time and/or purpose, that the Organization received through year end. Purpose restrictions include: Programs to assist incoming ninth graders at Sacramento Charter High, instructional materials, media, fieldtrips, college scholarships, foster youth, and athletic activities.

**10. JOINT VENTURES**

The Organization participates in two joint ventures under joint powers agreements (JPAs); the California Charter School Association (CCSA) and the Schools Excess Liability Fund (SELF).

CCSA and SELF arrange for and provide workers' compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

**NATURE OF PARTICIPATION**

**1. Workers' Compensation (CCSA)**

JPA's SIR:	\$250,000
Excess Insurance:	To statutory limits
Republic Indemnity Company of America	

**2. Property (CCSA)**

Organization	
Deductible:	\$1,000
Coverage:	\$100,000,000
Travelers Property Casualty Company of America	

**3. Liability**

Organization	
Deductible:	\$0 - \$5,000
Coverage	
CCSA	\$1,000,000
Insurance Company of the	
State of Pennsylvania	\$1,000,001 to \$5,000,000
SELF	\$5,000,001 to \$25,000,000

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

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Complete separate financial statements for the JPAs may be obtained from:

SELF 1531 I Street, Suite 300, Sacramento, California 95814

CCSA 250 E. 1<sup>st</sup> Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for the JPAs is as follows:

	<u>SELF</u> <u>June 30, 2011</u>	<u>CCSA</u> <u>June 30, 2010</u>
Total Assets	\$ 174,774,000	\$ 8,800,862
Total Liabilities	\$ 141,524,000	\$ 11,311,090
Net Assets (Deficit)	<u>33,250,000</u>	<u>(2,510,228)</u>
Total Liabilities and Equity	\$ 174,774,000	\$ 8,800,862
Total Revenues	\$ 9,165,000	\$ 10,500,009
Total Expenses	<u>12,425,000</u>	<u>13,229,853</u>
Net Decrease in Net Assets	<u>\$ (3,260,000)</u>	<u>\$ (2,729,844)</u>

**11. CONTINGENCIES**

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

**12. TRANSACTIONS WITH AFFILIATE**

The Organization contracts with the Sponsoring District for administrative support, utilities, and facilities. Fees paid or accrued for support and rent for fiscal year ending June 30, 2011 and 2010, were \$610,610 and \$1,150,651, respectively. At June 30, 2011 and 2010, \$150,180 and \$366,338, respectively, was due to the Sponsoring District and was included in accounts payable.

## **SUPPLEMENTARY INFORMATION**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)  
**COMBINING STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2011 AND 2010**

	Sacramento Charter High School		St. HOPE Public School #7		Triumph Center for Early Childhood Education		Oak Park Preparatory (Non-Active Site)		Total	
	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010
<b>ASSETS</b>										
<b>CURRENT ASSETS:</b>										
Cash	\$ 2,502,610	\$ 1,301,543	\$ 1,113,241	\$ (167,373)	\$ (763,247)	\$ (434,511)	\$ (5,157)		\$ 2,847,447	\$ 699,659
Investments	17,567	16,601	7,192	6,284	1,042	783			25,801	23,668
Accounts receivable	95,538	61,808	21,411	34,472	48,923	31,240			165,872	127,520
Due from grantor governments	1,656,382	1,486,701	883,027	524,451	57,557	8,341			2,596,966	2,019,493
Private grants receivable, current	117,500	117,500			28,000				145,500	117,500
Prepaid expenses	154,524	219,012	82,267	81,915	5,368	12,289			242,159	313,216
Total current assets	4,544,121	3,203,165	2,107,138	479,749	(622,357)	(381,858)	(5,157)		6,023,745	3,301,056
<b>PRIVATE GRANTS RECEIVABLE</b>		50,000								50,000
<b>PROPERTY AND EQUIPMENT - NET</b>	248,518	216,646	23,569	32,962	3,638	4,813			275,725	254,421
<b>TOTAL ASSETS</b>	<u>\$ 4,792,639</u>	<u>\$ 3,469,811</u>	<u>\$ 2,130,707</u>	<u>\$ 512,711</u>	<u>\$ (618,719)</u>	<u>\$ (377,045)</u>	<u>\$ (5,157)</u>		<u>\$ 6,299,470</u>	<u>\$ 3,605,477</u>
<b>LIABILITIES AND NET ASSETS</b>										
<b>CURRENT LIABILITIES:</b>										
Accounts payable	\$ 219,835	\$ 256,737	\$ 57,761	\$ 224,054	\$ 12,470	\$ 11,951	\$ 2,774		\$ 292,840	\$ 492,742
Due to student groups	27,061	23,564							27,061	23,564
Accrued expenses	162,733	186,398	49,584	44,015	15,069	18,839	1,870		229,256	249,252
Deferred revenues	25,000		30,461		25,000	30,000			80,461	30,000
Note payable, current	3,143,357	1,806,646	1,787,187	683,847	87,330	85,146			5,017,874	2,575,639
Capital lease, current	17,201	26,004	6,351	9,915	691	1,430			24,243	37,349
Total current liabilities	3,595,187	2,299,349	1,931,344	961,831	140,560	147,366	4,644		5,671,735	3,408,546
<b>CAPITAL LEASE, Net</b>	101,222	69,468	19,398	26,489	2,956	3,821			123,576	99,778
Total liabilities	<u>3,696,409</u>	<u>2,368,817</u>	<u>1,950,742</u>	<u>988,320</u>	<u>143,516</u>	<u>151,187</u>	<u>4,644</u>		<u>5,795,311</u>	<u>3,508,324</u>
<b>NET ASSETS:</b>										
Unrestricted	865,833	831,987	179,239	(476,793)	(762,235)	(528,232)	(9,801)		273,036	(173,038)
Temporarily restricted	230,397	269,007	726	1,184					231,123	270,191
Total net Assets	<u>1,096,230</u>	<u>1,100,994</u>	<u>179,965</u>	<u>(475,609)</u>	<u>(762,235)</u>	<u>(528,232)</u>	<u>(9,801)</u>		<u>504,159</u>	<u>97,153</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 4,792,639</u>	<u>\$ 3,469,811</u>	<u>\$ 2,130,707</u>	<u>\$ 512,711</u>	<u>\$ (618,719)</u>	<u>\$ (377,045)</u>	<u>\$ (5,157)</u>		<u>\$ 6,299,470</u>	<u>\$ 3,605,477</u>

The accompanying notes are an integral part of these financial statements.



# ST. HOPE PUBLIC SCHOOLS

(A California Non-Profit Public Benefit Corporation)

## COMBINING STATEMENTS OF ACTIVITIES YEARS ENDED JUNE 30, 2011 AND 2010

	Sacramento Charter High School		St. HOPE Public School #7		Triumph Center for Early Childhood Education		Oak Park Preparatory (Non Active Site)		Total	
	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010
<b>UNRESTRICTED NET ASSETS:</b>										
<b>REVENUES:</b>										
Revenue Limit Sources:										
State aid portion of general purpose block grant	\$ 4,378,952	\$ 4,037,446	\$ 1,668,100	\$ 1,229,714					\$ 6,047,052	\$ 5,267,160
State Revenue:										
Categorical block grant	532,322	575,055	210,318	200,471					742,640	775,526
Lottery	113,608	116,246	54,007	47,185					167,615	163,431
All other state revenue	442,347	34,312	338,929	190,041	\$180,815	\$ 181,241			962,091	405,594
Local Revenue:										
Cash in-lieu of property taxes	845,759	1,254,372	431,671	496,551					1,277,430	1,750,923
All other local revenue	326,505	253,850	88,561	126,285	222,178	169,531			637,244	549,666
Private grants and contributions	162,889	182,775	3,465	17,466	31,200	1,656			197,554	201,897
Federal revenues	772,330	644,962	383,282	320,690	26,273	12,425			1,181,885	978,077
Donated supplies	104,016	112,628							104,016	112,628
Investment income (loss)	1,464	(1,597)	600	(605)	87	(75)			2,151	(2,277)
Release of temporarily restricted net assets	125,616	524,383	1,184	116,268		33,500			126,800	674,151
Total revenues	7,805,808	7,734,432	3,180,117	2,744,066	460,553	398,278			11,446,478	10,876,776
<b>EXPENSES:</b>										
Program services:										
Instruction, special education, and pupil services	5,451,376	5,617,787	2,371,741	2,240,864	602,227	526,868			8,425,344	8,385,519
Supporting services:										
General and administrative	1,807,575	1,890,662	665,355	645,253	92,329	80,769	\$ 9,801		2,575,060	2,616,684
Total expenses	7,258,951	7,508,449	3,037,096	2,886,117	694,556	607,637	9,801		11,000,404	11,002,203
<b>TRANSFERS</b>	(513,011)		513,011							
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</b>	33,846	225,983	656,032	(142,051)	(234,003)	(209,359)	(9,801)		446,074	(125,427)
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>										
Federal revenues	834								834	
All other state revenues	15,050	15,266							15,050	15,266
Private & Foundation Grants	71,122	17,358	726						71,848	17,358
Release of temporarily restricted net assets	(125,616)	(524,383)	(1,184)	(116,268)		(33,500)			(126,800)	(674,151)
<b>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</b>	(38,610)	(491,759)	(458)	(116,268)		(33,500)			(39,068)	(641,527)
<b>INCREASE (DECREASE) IN NET ASSETS</b>	(4,764)	(265,776)	655,574	(258,319)	(234,003)	(242,859)	(9,801)		407,006	(766,954)
<b>NET ASSETS, Beginning of Year</b>	1,100,994	1,366,770	(475,609)	(217,290)	(528,232)	(285,373)			97,153	864,107
<b>NET ASSETS, End of Year</b>	\$ 1,096,230	\$ 1,100,994	\$ 179,965	\$ (475,609)	\$ (762,235)	\$ (528,232)	\$ (9,801)	\$	\$ 504,159	\$ 97,153

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2011**

	<b>Sacramento Charter High School</b>		
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 2,618,734	\$ 104,944	\$ 2,723,678
Classified salaries	326,810	561,474	888,284
Employee benefits	848,748	200,490	1,049,238
Books and supplies	329,333	63,887	393,220
Services and other operating expenses	1,298,690	576,372	1,875,062
Depreciation	29,061	8,872	37,933
Interest		291,536	291,536
Total	<u>\$ 5,451,376</u>	<u>\$ 1,807,575</u>	<u>\$ 7,258,951</u>

	<b>St. HOPE Public School #7</b>		
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 1,232,486	\$ 35,224	\$ 1,267,710
Classified salaries	195,366	207,132	402,498
Employee benefits	364,998	67,430	432,428
Books and supplies	84,463	22,708	107,171
Services and other operating expenses	485,565	211,749	697,314
Depreciation	8,863	704	9,567
Interest		120,408	120,408
Total	<u>\$ 2,371,741</u>	<u>\$ 665,355</u>	<u>\$ 3,037,096</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2011**

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	<u>Triumph Center for Early Childhood Education</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 214,614	\$ 5,102	\$ 219,716
Classified salaries	133,171	13,317	146,488
Employee benefits	75,749	5,121	80,870
Books and supplies	18,375	6,588	24,963
Services and other operating expenses	159,127	44,890	204,017
Depreciation	1,191	102	1,293
Interest	<u>                    </u>	<u>17,209</u>	<u>17,209</u>
Total	<u>\$ 602,227</u>	<u>\$ 92,329</u>	<u>\$ 694,556</u>

	<u>Oak Park Preparatory Academy (Non Active Site)</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries		\$ 5,687	\$ 5,687
Classified salaries			
Employee benefits		1,340	1,340
Books and supplies			
Services and other operating expenses		2,774	2,774
Depreciation			
Interest	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total	<u>\$</u>	<u>\$ 9,801</u>	<u>\$ 9,801</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2010**

	<b>Sacramento Charter High School</b>		
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 2,424,550	\$ 104,994	\$ 2,529,544
Classified salaries	410,073	511,548	921,621
Employee benefits	766,110	166,771	932,881
Books and supplies	348,183	68,432	416,615
Services and other operating expenses	1,637,495	795,137	2,432,632
Depreciation	31,376	26,091	57,467
Interest		217,689	217,689
Total	<u>\$ 5,617,787</u>	<u>\$ 1,890,662</u>	<u>\$ 7,508,449</u>

	<b>St. HOPE Public School #7</b>		
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 1,096,440	\$ 30,979	\$ 1,127,419
Classified salaries	115,101	180,210	295,311
Employee benefits	309,063	52,123	361,186
Books and supplies	111,885	22,749	134,634
Services and other operating expenses	601,118	271,159	872,277
Depreciation	7,257	6,819	14,076
Interest		81,214	81,214
Total	<u>\$ 2,240,864</u>	<u>\$ 645,253</u>	<u>\$ 2,886,117</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2010**

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	<u>Triumph Center for Early Childhood Education</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 204,510	\$ 3,857	\$ 208,367
Classified salaries	115,154	10,741	125,895
Employee benefits	38,186	3,637	41,823
Books and supplies	20,035	4,977	25,012
Services and other operating expenses	147,640	48,523	196,163
Depreciation	1,343		1,343
Interest		9,034	9,034
Total	<u>\$ 526,868</u>	<u>\$ 80,769</u>	<u>\$ 607,637</u>

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Benefit Corporation)  
**COMBINING STATEMENTS OF CASH FLOWS**  
**JUNE 30, 2011 AND 2010**

	Sacramento Charter High School		St. HOPE Public School #7		Triumph Center for Early Childhood Education		Oak Park Preparatory (Non Active Site)		Total	
	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>										
Increase (decrease) in net assets										
Adjustments to reconcile to net cash provided by operating activities:										
Depreciation	\$ 37,933	\$ 57,467	\$ 9,567	\$ 14,076	\$ 1,293	\$ 1,343	\$ (9,801)	\$ 48,793	\$ 72,886	\$ (766,954)
Donated investments		(18,198)		(6,889)		(858)			(25,945)	
Unrealized loss on investments	(1,464)	1,597	(600)	605	(87)	75		(2,151)	2,277	
Donated property and equipment	(7,965)							(7,965)		
Loss on disposal of equipment	(1,665)		(3,291)		1,849			(3,107)		
Changes in:										
Accounts receivable	(33,730)	86,756	13,061	11,419	(17,683)	(7,971)		(38,352)	90,204	
Due from grantor governments	(169,681)	(2,548)	(358,576)	(42,035)	(49,216)	(13,067)		(577,473)	(57,650)	
Private grants receivable	50,000	122,500			(28,000)			22,000	122,500	
Prepaid expenses	64,488	(173,859)	(352)	(73,259)	6,921	(9,476)		71,057	(256,594)	
Accounts payable	(36,902)	(1,093,615)	(166,293)	(142,874)	519	(5,495)	2,774	(199,902)	(1,241,984)	
Due to student groups	3,497	3,981						3,497	3,981	
Accrued expenses	(23,665)	27,810	5,569	(25,155)	(3,770)	2,312	1,870	(19,996)	4,967	
Deferred revenue	25,000	(45,446)	30,461	(18,410)	(5,000)	(5,000)		50,461	(68,856)	
Net cash provided by (used in) operating activities	<u>(98,918)</u>	<u>(1,299,331)</u>	<u>185,120</u>	<u>(540,841)</u>	<u>(327,177)</u>	<u>(280,996)</u>	<u>(5,157)</u>	<u>(246,132)</u>	<u>(2,121,168)</u>	
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>										
Investment purchases	(17,554)		(7,186)		(1,041)			(25,781)		
Proceeds from sale of investments	17,566		7,191		1,042			25,799		
Purchases of property and equipment	(16,968)							(16,968)		
Net cash provided by (used in) investing activities	<u>(16,956)</u>	<u>—</u>	<u>5</u>	<u>—</u>	<u>1</u>	<u>—</u>	<u>—</u>	<u>(16,950)</u>	<u>—</u>	<u>—</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>										
Proceeds from debt	4,060,332	3,380,922	2,162,567	1,279,739	141,701	159,340		6,364,600	4,820,001	
Repayments of debt	(2,720,813)	(1,705,526)	(1,061,625)	(595,892)	(139,927)	(74,194)		(3,922,365)	(2,375,612)	
Principal payments on capital lease	(22,578)	(29,812)	(5,453)	(5,917)	(3,334)	(928)		(31,365)	(36,657)	
Net cash provided by (used in) financing activities	<u>1,316,941</u>	<u>1,645,584</u>	<u>1,095,489</u>	<u>677,930</u>	<u>(1,560)</u>	<u>84,218</u>	<u>—</u>	<u>2,410,870</u>	<u>2,407,732</u>	<u>—</u>
<b>NET INCREASE (DECREASE) IN CASH</b>	<u>1,201,067</u>	<u>346,253</u>	<u>1,280,614</u>	<u>137,089</u>	<u>(328,736)</u>	<u>(196,778)</u>	<u>(5,157)</u>	<u>2,147,788</u>	<u>286,564</u>	<u>—</u>
<b>CASH , Beginning of Year</b>	<u>1,301,543</u>	<u>955,290</u>	<u>(167,373)</u>	<u>(304,462)</u>	<u>(434,511)</u>	<u>(237,733)</u>	<u>—</u>	<u>699,659</u>	<u>413,095</u>	<u>—</u>
<b>CASH , End of Year</b>	<u>\$ 2,502,610</u>	<u>\$ 1,301,543</u>	<u>\$ 1,113,241</u>	<u>\$ (167,373)</u>	<u>\$ (763,247)</u>	<u>\$ (434,511)</u>	<u>\$ (5,157)</u>	<u>\$ 2,847,447</u>	<u>\$ 699,659</u>	<u>—</u>
<b>NON-CASH INVESTING ACTIVITIES:</b>										
Equipment purchased by incurring a capital lease obligation	\$ 122,770	\$ —	\$ 25,585	\$ —	\$ 3,830	\$ —	\$ —	\$ 152,185	\$ —	\$ —
Return of leased equipment through forgiveness of capital lease obligation	\$ 76,445	\$ —	\$ 29,395	\$ —	\$ 4,288	\$ —	\$ —	\$ 110,128	\$ —	\$ —
Donated property and equipment	\$ 7,965	\$ —	\$ —	\$ —	\$ —	\$ —	\$ —	\$ 7,965	\$ —	\$ —
Donated investments	\$ —	\$ 18,198	\$ —	\$ 6,889	\$ —	\$ 858	\$ —	\$ —	\$ 25,945	\$ —
<b>CASH PAID FOR INTEREST</b>	<u>\$ 292,207</u>	<u>\$ 217,689</u>	<u>\$ 119,620</u>	<u>\$ 81,214</u>	<u>\$ 17,326</u>	<u>\$ 9,034</u>	<u>\$ —</u>	<u>\$ 429,153</u>	<u>\$ 307,937</u>	<u>—</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION**  
**YEAR ENDED JUNE 30, 2011**

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**ORGANIZATION**

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants. Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include two schools: Sacramento Charter High School (SCHS), charter school number 0596; and St. HOPE Public School #7 (PS7), charter school number 0491.

**GOVERNING BOARD**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Tracy Stigler	Chairman	September 2011
Eric Gravenberg	Vice Chair	September 2011
Lori Mills	2 <sup>nd</sup> Vice Chair	September 2011
Lisa Serna-Mayorga	Secretary	September 2012
Dennis O'Reilly	Director	September 2011
Stephanie Walton	Director	September 2011
Chiem-Seng Yaangh	SCUSD Representative	September 2011
Marissa Viduarry	Student Representative	September 2012

**ADMINISTRATION**

James Scheible  
Superintendent

Aaron Thornsberry  
Chief Business Officer

The Governing Board listed above was effective as of June 30, 2011. As of the date this report was issued, the following Board Members listed above are no longer on the Board: Eric Gravenberg and Stephanie Walton. The following Board members have been added to the Board since June 30, 2011: Enoch Woodhouse, Mike Barr, George Fatheree III, John Finegan, Jason Kamras, Adam Mendelsohn, John Taylor, Dr. Ron Tom, and Noah Wepman.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2011**

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	<b><u>Second Period Report</u></b>	<b><u>Annual Report</u></b>
<b><u>Classroom-based ADA:</u></b>		
Sacramento Charter High School: Grades 9 through 12	<u>840.49</u>	<u>834.30</u>
St. HOPE Public School #7:		
Kindergarten	42.97	41.24
Grades 1 through 3	123.26	120.11
Grades 4 through 6	134.09	132.61
Grades 7 through 8	<u>103.36</u>	<u>101.75</u>
Total	<u>403.68</u>	<u>395.71</u>
Combined Totals:		
Kindergarten	42.97	41.24
Grades 1 through 3	123.26	120.11
Grades 4 through 6	134.09	132.61
Grades 7 through 8	103.36	101.75
Grades 9 through 12	<u>840.49</u>	<u>834.30</u>
Total	<u>1,244.17</u>	<u>1,230.01</u>



**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**YEAR ENDED JUNE 30, 2011**

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Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

<b>2010-2011 Minutes</b>			
	<b>Requirement</b>	<b>Minutes Offered</b>	<b>Status</b>
Sacramento Charter High School:			
Grades 9 through 12	62,949	66,995	In Compliance
St. HOPE Public School #7:			
Kindergarten	34,971	64,240	In Compliance
Grades 1 through 3	48,960	66,880	In Compliance
Grades 4 through 8	52,457	75,680	In Compliance

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2011**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA Number</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<b>U.S. Department of Agriculture:</b>			
Passed Through California Department of Education (CDE):			
National Lunch Program: *			
Child Nutrition: National School Lunch	10.555	13391	\$ 387,887
School Breakfast	10.553	13525	<u>149,632</u>
Total U.S. Department of Agriculture			<u>537,519</u>
<b>U.S. Department of Education:</b>			
Passed Through California Department of Education (CDE):			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	349,791
NCLB: Title II, Part A, Teacher Quality	84.367	14341	15,759
NCLB: Title II, Part D, Enhancing Education Through Technology	84.318	14334	948
NCLB: ARRA Title II, Part D, Enhancing Education Through Technology	84.386	15019	6,187
Education Jobs Fund *	84.410	25152	221,173
ARRA: State Fiscal Stabilization Fund	84.394	24997	<u>64,999</u>
Total U.S. Department of Education			<u>658,857</u>
Total Expenditures of Federal Awards			<u>\$ 1,196,376</u>

\*Tested as a major program under OMB Circular A-133.

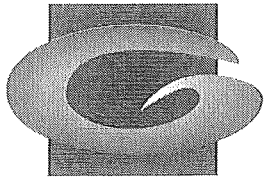
**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2011**

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**1. BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards of St. HOPE Public Schools is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.



Gilbert Associates, Inc.  
CPAs and Advisors

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

**To the Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited the financial statements of St. HOPE Public Schools (the Organization) as of and for the year ended June 30, 2011, and have issued our report thereon dated December 5, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the Organization is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Organization's internal control over financial reporting.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

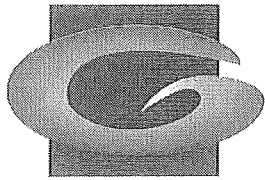
As part of obtaining reasonable assurance about whether the Organization's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, audit committee, management, others within the Organization, and governmental awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Gilbert Associates, Inc.".

**GILBERT ASSOCIATES, INC.**  
Sacramento, California

**December 5, 2011**



Gilbert Associates, Inc.  
CPAs and Advisors

**REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN  
ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF  
CALIFORNIA K-12 LOCAL EDUCATIONAL AGENCIES**

**Independent Auditor's Report**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited the St. HOPE Public Schools (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Educational Agencies, 2010-11*, applicable to the Organization's programs identified in the below schedule for the year ended June 30, 2011. Compliance with the requirements referred to above is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Educational Agencies, 2010-11*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Educational Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

Description	Procedures In Audit Guide	Procedures Performed
Class Size Reduction Program (PS7 only):		
General Requirements	7	Yes
Option one classes	3	Yes
Option two classes	4	Not Applicable
Districts or Charter Schools with one School Serving K-3	4	Yes

Description	Procedures In Audit Guide	Procedures Performed
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	4	Not Applicable
Before School	5	Not Applicable
Contemporaneous Records of Attendance, for charter schools	1	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom-Based, for charter schools	3	Yes

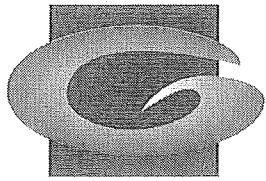
In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the year ended June 30, 2011.

This report is intended solely for the information and use of the Board of Directors, audit committee, management, others within the Organization, and governmental awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

*Gilbert Associates, Inc.*

GILBERT ASSOCIATES, INC.  
 Sacramento, California

December 5, 2011



Gilbert Associates, Inc.  
CPAs and Advisors

**REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A  
DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE  
WITH OMB CIRCULAR A-133**

**Independent Auditor's Report**

**To the Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

**Compliance**

We have audited the compliance of St. HOPE Public Schools (the Organization) with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2011. The Organization's major federal programs are identified in the Summary of Audit Results included in the accompanying Schedule of Findings and Recommendations. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.



Internal Control Over Compliance

The management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Organization's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Organization's Board of Directors, audit committee, management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



GILBERT ASSOCIATES, INC.  
Sacramento, California

December 5, 2011

## **FINDINGS AND RECOMMENDATIONS**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2011**

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**SECTION I - SUMMARY OF AUDIT RESULTS**

**Financial Statements**

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted? ☐ Yes ☒ No

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? ☐ Yes ☒ No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Education Jobs Fund	84.410
National School Lunch Program/School Breakfast Program	10.555/10.553
Dollar threshold used to distinguish between Type A and Type B programs:	\$ 300,000
Auditee qualified as low-risk auditee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**State Awards**

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for state programs: Unqualified

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2011**

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**SECTION II - FINANCIAL STATEMENT FINDINGS**

No findings in the current year.

**SECTION III - FEDERAL COMPLIANCE**

No findings in the current year.

**SECTION IV - STATE COMPLIANCE**

No findings in the current year.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS**  
**STATUS OF PRIOR YEAR FINDINGS**  
**YEAR ENDED JUNE 30, 2011**

---

**SECTION II - FINANCIAL STATEMENT FINDINGS**

**10-1 ACCOUNT RECONCILIATION – CDDC #30000**

**Finding:**

During the audit, we identified and posted two significant audit adjustments necessary to present the Organization's financial statements in accordance with generally accepted accounting principles (GAAP).

**Recommendation:**

An essential aspect of any organization's internal control over its financial reporting process is the ability to produce accurate financial data in accordance with GAAP. Accurate financial reporting enables management and the Board of Directors to have a sound financial basis for decision making. Conversely, the absence of accurate financial data may undermine the plans and initiatives of management and the Board of Directors. We recommend that the Organization develop a review process of the year-end closing entries to ensure all significant transactions are recorded in accordance with GAAP.

**Status:**

Implemented

**10-2 JOURNAL ENTRIES – CDDC #30000**

**Finding:**

Journal entries are prepared by the Chief Business Officer; however, there is no evidence of review of the entries. This is deemed to be an internal control deficiency for safeguarding financial data from manual override and there is the risk that funds could be potentially misappropriated or manipulated or that an error could go undetected for a long period of time.

**Recommendation:**

Management's override of internal controls by the use of improper journal entries is a common area of risk. A strong control process has procedures in place to ensure journal entries are reviewed and approved by an individual independent of the posting process. Although the staffing is limited due the size of the Organization, we would recommend that there be a formal review process where journal entries are reviewed and approved by someone independent of the person posting to the general ledger. This process could include a separation of the journal entries into two categories: recurring and non-recurring with a set expectation of what makes up those types of entries. The recurring entries would be those posted for interest earned on cash balances and/or periodic payroll entries. The recurring entries most likely have lower risk and could be reviewed on a monthly basis to ensure they meet expectations of management. The non-recurring entries would be those that are done at year-end. The benchmark for review by management would be the supporting

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**FINDINGS AND RECOMMENDATIONS**  
**STATUS OF PRIOR YEAR FINDINGS**  
**YEAR ENDED JUNE 30, 2011**

---

detail, comparison to prior years, and inquiry of the Chief Business Officer. Putting a policy and procedure in place that defines expectations of the types of entries the Organization should have would mitigate the risk that one person has enough control to purposefully misstate the financial records.

**Status:**

Implemented

**SECTION III - FEDERAL COMPLIANCE**

No findings in the prior year.

**SECTION IV - STATE COMPLIANCE**

**10-3 TEACHER CREDENTIALING – CDDC #40000**

**Finding:**

During our audit, we noted that three of the instructors did not have the appropriate teaching credentials for the school year. Two instructors had an "Emergency 30-Day Substitute Teaching Permit", which per the CA Commission on Teaching Credentialing, "authorizes the holder to serve as a substitute teacher for not more than 30 days for any one teacher during a school year in grades 12 and below". Another instructor had a "Clear Multiple Subject Teaching Credential", which per the CA Commission on Teaching Credentialing, "authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day". Although there is no penalty in relation to these findings, it is a state compliance finding since the teacher is considered "misassigned".

**Recommendation:**

We recommend that all teachers must be screened for proper credentialing prior to hire in accordance with the laws governing charter schools to ensure compliance with the current education codes.

**Status:**

Implemented

**ST. HOPE PUBLIC SCHOOLS**  
**(A CALIFORNIA NON-PROFIT**  
**PUBLIC BENEFIT CORPORATION)**

**FINANCIAL STATEMENTS WITH**  
**INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED**  
**JUNE 30, 2012 AND 2011**

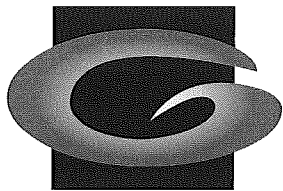
**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

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**JUNE 30, 2012 AND 2011**

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**Gilbert Associates, Inc.**  
CPAs and Advisors

## **INDEPENDENT AUDITOR'S REPORT**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited the accompanying statements of financial position of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, as of June 30, 2012 and 2011, and the related statements of activities, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2012 and 2011, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2012, on our consideration of the Organization's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and important for assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, are presented for purposes of additional analysis, and as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2011-12*, published by the Education Audit Appeals Panel, and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

*Gilbert Associates, Inc.*

**GILBERT ASSOCIATES, INC.**  
**Sacramento, California**

**December 5, 2012**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 741,687	\$ 2,873,248
Accounts receivable	18,176	165,872
Due from grantor governments	2,573,880	2,596,966
Private grants receivable, current	52,000	145,500
Prepaid expenses and other assets	98,339	242,159
Total current assets	3,484,082	6,023,745
 <b>PRIVATE GRANTS RECEIVABLE, NET</b>	 6,000	
 <b>PROPERTY AND EQUIPMENT, NET</b>	 245,068	 275,725
 <b>TOTAL ASSETS</b>	 <u>\$ 3,735,150</u>	 <u>\$ 6,299,470</u>
 <b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 278,093	\$ 292,840
Due to student groups	11,825	27,061
Accrued expenses	242,638	229,256
Deferred revenues	20,000	80,461
Debt	2,070,919	5,017,874
Capital lease, current	31,906	24,243
Total current liabilities	2,655,381	5,671,735
 <b>CAPITAL LEASE, NET</b>	 101,806	 123,576
Total liabilities	2,757,187	5,795,311
 <b>NET ASSETS:</b>		
Unrestricted	490,234	273,036
Temporarily restricted	487,729	231,123
Total net assets	977,963	504,159
 <b>TOTAL LIABILITIES AND NET ASSETS</b>	 <u>\$ 3,735,150</u>	 <u>\$ 6,299,470</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
<b>UNRESTRICTED NET ASSETS:</b>		
<b>REVENUES:</b>		
Revenue Limit Sources:		
State aid portion of general purpose block grant	\$ 5,683,177	\$ 5,980,960
State Revenue:		
Categorical block grant	743,263	742,640
Lottery	166,236	167,615
All other state revenue	1,016,851	1,028,183
Local Revenue:		
Cash in-lieu of property taxes	1,560,024	1,277,430
All other local revenue	515,362	637,244
Private grants and contributions	121,245	197,554
Federal revenues	1,191,277	1,181,885
In-kind contributions	807,088	104,016
Interest and investment income	44	2,151
Release of temporarily restricted net assets	161,336	126,800
Total revenues	<u>11,965,903</u>	<u>11,446,478</u>
<b>EXPENSES:</b>		
Program Services:		
Instruction, special education, and pupil services	8,332,557	8,425,344
Supporting Services:		
General and administrative	3,416,148	2,575,060
Total expenses	<u>11,748,705</u>	<u>11,000,404</u>
<b>INCREASE IN UNRESTRICTED NET ASSETS</b>	<u>217,198</u>	<u>446,074</u>
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>		
Lottery	26,756	
All other state revenue	43,724	15,050
Private grants	347,462	71,848
Federal revenues		834
Release of temporarily restricted net assets	<u>(161,336)</u>	<u>(126,800)</u>
<b>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</b>	<u>256,606</u>	<u>(39,068)</u>
<b>INCREASE IN NET ASSETS</b>	473,804	407,006
<b>NET ASSETS, Beginning of Year</b>	<u>504,159</u>	<u>97,153</u>
<b>NET ASSETS, End of Year</b>	<u>\$ 977,963</u>	<u>\$ 504,159</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

<b>2012</b>			
	<b>Instruction, Special Education, &amp; Pupil Services</b>	<b>General and Administrative</b>	<b>Total Expenses</b>
Certificated salaries	\$ 3,994,697	\$ 281,939	\$ 4,276,636
Classified salaries	684,217	760,816	1,445,033
Employee benefits	1,233,415	281,163	1,514,578
Books and supplies	551,782	92,598	644,380
Services and other operating expenses	1,830,272	1,731,862	3,562,134
Depreciation	38,174	7,302	45,476
Interest		260,468	260,468
Total	<u>\$ 8,332,557</u>	<u>\$ 3,416,148</u>	<u>\$ 11,748,705</u>

<b>2011</b>			
	<b>Instruction, Special Education, &amp; Pupil Services</b>	<b>General and Administrative</b>	<b>Total Expenses</b>
Certificated salaries	\$ 4,065,834	\$ 150,957	\$ 4,216,791
Classified salaries	655,347	781,923	1,437,270
Employee benefits	1,289,495	274,381	1,563,876
Books and supplies	432,171	93,183	525,354
Services and other operating expenses	1,943,382	835,785	2,779,167
Depreciation	39,115	9,678	48,793
Interest		429,153	429,153
Total	<u>\$ 8,425,344</u>	<u>\$ 2,575,060</u>	<u>\$ 11,000,404</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**STATEMENTS OF CASH FLOWS**  
**YEAR ENDED JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Increase in net assets	\$ 473,804	\$ 407,006
Adjustments to reconcile to net cash provided (used) by operating activities:		
Depreciation	45,476	48,793
Donated property and equipment		(7,965)
Loss on disposal of equipment		(3,107)
Changes in:		
Accounts receivable	147,696	(38,352)
Due from grantor governments	23,086	(577,473)
Private grants receivable	87,500	22,000
Prepaid expenses and other assets	143,820	71,057
Accounts payable	(14,747)	(199,902)
Due to student groups	(15,236)	3,497
Accrued expenses	13,382	(19,996)
Deferred revenues	(60,461)	50,461
Net cash provided (used) by operating activities	<u>844,320</u>	<u>(243,981)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Proceeds from sale of investments		23,668
Purchases of property and equipment	<u>(5,253)</u>	<u>(16,968)</u>
Net cash provided (used) by investing activities	<u>(5,253)</u>	<u>6,700</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Proceeds from debt	1,875,000	6,364,600
Repayments of debt	(4,821,955)	(3,922,365)
Principal payments on capital lease	<u>(23,673)</u>	<u>(31,365)</u>
Net cash provided (used) by financing activities	<u>(2,970,628)</u>	<u>2,410,870</u>
<b>NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>(2,131,561)</b>	<b>2,173,589</b>
<b>CASH AND CASH EQUIVALENTS, Beginning of Year</b>	<u>2,873,248</u>	<u>699,659</u>
<b>CASH AND CASH EQUIVALENTS, End of Year</b>	<u>\$ 741,687</u>	<u>\$ 2,873,248</u>
<b>NON-CASH INVESTING ACTIVITIES:</b>		
Equipment purchased by incurring a capital lease obligation	<u>\$ 9,566</u>	<u>\$ 152,185</u>
Return of leased equipment through forgiveness of capital lease obligation	<u>\$</u>	<u>\$ 110,128</u>
Donated property and equipment	<u>\$</u>	<u>\$ 7,965</u>
<b>CASH PAID FOR INTEREST</b>	<u>\$ 39,063</u>	<u>\$ 429,153</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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**1. OPERATIONS**

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants.

In addition to operating charter schools, the Organization has a preschool, Triumph Center for Early Childhood Education, which is a tuition-based preschool that serves students aging from 2 1/2 to 5 years of age. Triumph's goal is to prepare students to excel in school and in life.

Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386. Charters are granted to each school for five years with an opportunity to request a continuation. The charters for PS7 and SCHS were renewed during the 2011-12 fiscal year and will expire June 30, 2017. The charter for OPPA was granted on October 6, 2011 and the school began operations on August 21, 2012. Charters may be revoked by the Sponsoring District for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Sponsoring District receives 1% of the annual charter revenue for supervisory oversight. Through June 30, 2012, the Organization had separately negotiated with their Sponsoring District for administrative, personnel and facility services. These fees are documented through written agreements and memoranda of understanding.

**2. SIGNIFICANT ACCOUNTING POLICIES**

**Basis of accounting and financial statement presentation** – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no permanently restricted net assets as of June 30, 2012 and 2011.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Support that is restricted by the donor is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restriction". Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, generally when the expenditures are incurred related to the required services.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. Total in-kind contributions of \$807,088 in donated athletic materials, consulting services, and miscellaneous items were received during the year ended June 30, 2012. Consulting services consisted of services received for the development of a strategic growth plan and are included in general and administrative expense in the statements of activities and functional expenses. Total in-kind contributions of \$104,016 in donated athletic materials and a vehicle were received during the year ended June 30, 2011.

**Cash and cash equivalents** – For financial statement purposes, the Organization considers investments with a maturity of three months or less from the date of purchase to be cash equivalents.

**Property and equipment** with a value greater than \$5,000 are capitalized at cost or, in the case of donated property, at fair market value on the date of receipt. Depreciation is recorded using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Due to Student Groups** – SCHS has an Associated Student Body which consists of the Student Senate and various clubs. Funds raised by the various student groups are held in a separate bank account by the Organization. The Organization provides oversight and monitors the activities of these groups. \$11,825 and \$27,061 were included in the cash balance of the Organization and in Due to student groups at June 30, 2012 and 2011, respectively, in the statements of financial position. Revenues and expenses of the student groups are generated by the Associated Student Body separately from the Organization and therefore are not included on the Organization's statements of activities.

**Functional allocation of expenses** – The cost of providing the Organization's programs and other activities has been summarized on a functional basis in the statements of activities and functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.



**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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**Income taxes** – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization adopted the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financials are the collectability of receivables and the useful life of property and equipment. Accordingly, actual results could differ from those estimates.

**Subsequent events** have been reviewed through December 5, 2012, the date the financial statements were available to be issued.

**Reclassifications** – Certain 2011 amounts have been reclassified to conform to the 2012 financial statement presentation. These reclassifications had no effect on the Organization's total net assets.

**3. PRIVATE GRANT RECEIVABLES**

The Organization recognizes long-term grants receivable at their estimated fair value on a non-recurring basis. Fair value is determined by calculating the present value of the estimated future cash flows at the time the grant is received. All private grants receivable as of June 30, 2012 and 2011 were receivable within two years. Management did not discount the long-term portion of grants receivable which were not deemed to be significantly different from the original value.

**4. PROPERTY AND EQUIPMENT**

Property and equipment consists of the following:

	<u>2012</u>	<u>2011</u>
Leasehold improvements	\$ 278,549	\$ 278,549
Equipment	780,689	765,870
Vehicle	<u>7,965</u>	<u>7,965</u>
Total property and equipment	1,067,203	1,052,384
Less accumulated depreciation	<u>(822,135)</u>	<u>(776,659)</u>
Property and equipment, net	<u>\$ 245,068</u>	<u>\$ 275,725</u>

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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**5. DEBT**

In September 2009 and May 2010, the Organization authorized the sale and assigned its rights of \$3,000,000 and \$6,000,000, respectively, of future general purpose block grant apportionments under SCHS to Charter School Capital, Inc. In return for the advanced cash from Charter School Capital, Inc. the Organization was charged a fee of \$97,500 and \$149,400 plus discounts that were determined at the time of the sale. These fees and discounts were capitalized as other assets and then amortized over the life of the loan and recognized as interest expense in the statements of functional expenses. At June 30, 2012 and 2011, total amount due under these loans totaled \$0 and \$2,163,074, respectively. Fees and discounts capitalized as of June 30, 2012 and 2011, totaled \$0 and \$77,464 and amounts recognized as interest expense totaled \$77,464 and \$420,936, respectively. The effective interest rate on the borrowings ranges from 10.75 % to 29.16%. All apportionments under these agreements were collected and no further amounts were advanced during the fiscal year ended June 30, 2012.

In June 2011, the Organization entered into two promissory notes with the Sponsoring District totaling \$2,854,800, which include an issuance fee of \$109,800. The fee was capitalized as other assets and was amortized over the life of the loan and recognized as interest expense in the statements of functional expenses. These notes were secured by and were paid through 2011-12 tax revenues. The notes were further secured by all unrestricted monies passed through the Sponsoring District to the Organization. As of June 30, 2012 and 2011, the total amount due under these notes totaled \$195,919 and \$2,854,800, respectively. Fees capitalized as of June 30, 2011, totaled \$109,800. Interest expense under these notes was \$109,800 and \$0 in 2012 and 2011, respectively. The effective interest rate on the notes is 4.00%. The notes were paid in full on September 28, 2012.

On March 1, 2012 the Organization entered into two loans with the California School Finance Authority under the Citi 2011-12 Charter School Working Capital Note Program in the amount of \$1,200,000 and \$675,000 at an interest rate of 4% and fees totaling \$39,063. The notes were secured by SCHS and PS7's General Purpose Block Grant Apportionments deferred by the State of California from spring 2012 to July and August 2012 with final maturity on December 31, 2012. As of June 30, 2012 the total amount due on these loans was \$1,200,000 and \$675,000. Accrued interest and related interest expense on these loans at June 30, 2012 was \$9,252. The notes were paid in full on August 8, 2012.

**6. LEASES**

Capital Lease

The Organization has leases for multiple copier machines that meet the conditions to be considered a capital lease under the accounting standards. The lease terms are from April 2011 through June 2017. Under these agreements, the minimum lease payments are due monthly of approximately \$6,962. The equipment under capital lease, valued at \$161,751 at the inception of the lease, is included in the equipment balance and is being depreciated over the term of the lease. The related depreciation is included in the total depreciation as disclosed on the statements of functional expenses.

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

The following is a schedule of future minimum lease payments under the capital leases together with the present value of the net minimum lease payments as of June 30, 2012:

Year ending June 30:

2013	\$ 83,547
2014	78,556
2015	71,570
2016	54,209
2017	<u>2,127</u>
Total minimum lease payments	290,009
Less: Amount representing estimated executory costs (such as taxes, maintenance, and insurance), including profit thereon, included in total minimum lease payments	<u>(110,683)</u>
Net minimum lease payments	179,326
Less: Amount representing interest	<u>(45,614)</u>
Present value of net minimum lease payments	<u>\$ 133,712</u>

Operating Leases

The Organization leases land and buildings for its SCHS and PS7 campuses from the Sponsoring District under an operating lease. Rental expense incurred was \$441,914 and \$459,726 for the years ended June 30, 2012 and 2011, respectively.

The facility for the Triumph Center for Early Childhood Education is leased from St. HOPE Academy, a separate 501(c)(3) organization, and expires in June 2017. The Organization also leases equipment under operating leases expiring through 2017. Rental expense for these operating leases was \$110,759 and \$114,168 for the years ended June 30, 2012 and 2011, respectively. The aggregate minimum rental payments required under the terms of the operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year Ending June 30,</u>	<u>Minimum Payments</u>
2013	\$ 143,413
2014	143,413
2015	143,413
2016	143,413
2017	<u>132,543</u>
Total	<u>\$ 706,195</u>

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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**7. EMPLOYEE BENEFIT PLANS**

Qualified certificated employees are covered under a multiple-employer defined benefit pension plan, (the California State Teachers' Retirement System [CalSTRS]) maintained by the State of California.

Plan Description

The Organization contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

The Organization is required to contribute 8.25% of its certificated salary expense. The Organization's contributions to CalSTRS for the fiscal year ending June 30, 2012, 2011, and 2010, were \$328,140, \$324,984, and \$370,224, respectively.

Other Information

The Organization also sponsors a voluntary 401(k) Plan covering substantially all employees of the Organization who have obtained the age of 21 and are not covered by a collective-bargaining agreement. The Organization makes discretionary contributions. Contributions of \$7,292, \$21,619, and \$5,696 were made into the plan for the year ended June 30, 2012, 2011, and 2010, respectively.

**8. RESTRICTED NET ASSETS**

Temporarily restricted net assets consist of unspent donations, grants, and entitlements restricted as to time and/or purpose, that the Organization received through year end. Purpose restrictions include: Programs to assist incoming ninth graders at Sacramento Charter High, start-up costs for Oak Park Preparatory Academy, Special Education, instructional materials, media, fieldtrips, college scholarships, foster youth, and athletic activities.

**9. JOINT VENTURES**

The Organization participates in two joint ventures under joint powers agreements (JPAs); the California Charter School Association (CCSA) and the Schools Excess Liability Fund (SELF).

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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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CCSA and SELF arrange for and provide workers' compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

**NATURE OF PARTICIPATION**

**1. Workers' Compensation (CCSA)**

Coverage:	
JPA's SIR	\$250,000
Underwriters at Lloyd's of London	\$250,001 to \$500,000
Star Insurance Company	\$500,001 to statutory limits

**2. Property (CCSA)**

Organization	
Deductible	\$1,000
Coverage:	
CCSA and Landmark Insurance Company SIR	\$100,000
Travelers Property Casualty Company of America	\$100,001 to \$100,000,000

**3. Liability**

Organization	
Deductible	\$0 - \$25,000
Coverage:	
CCSA	\$300,000
Lloyds of London	\$300,001 to \$1,000,000
Insurance Company of the State of Pennsylvania	\$1,000,001 to \$5,000,000
SELF	\$5,000,001 to \$25,000,000

Complete separate financial statements for the JPAs may be obtained from:

SELF 1531 I Street, Suite 300, Sacramento, California 95814  
CCSA 250 E. 1<sup>st</sup> Street, Suite 1000, Los Angeles, California 90012

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

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The latest condensed financial information available for the JPAs is as follows:

	<b>SELF</b> <b>June 30, 2012</b> <b>(Unaudited)</b>	<b>CCSA</b> <b>June 30, 2011</b> <b>(Audited)</b>
Total Assets	\$ 171,509,617	\$ 9,831,118
Total Liabilities	\$ 132,653,716	\$ 11,830,735
Net Assets (Deficit)	38,855,901	(1,999,617)
Total Liabilities and Equity	\$ 171,509,617	\$ 9,831,118
Total Revenues	\$ 17,346,751	\$ 12,446,395
Total Expenses	11,742,911	11,935,784
Net Increase in Net Assets	\$ 5,603,840	\$ 510,611

**10. CONTINGENCIES**

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

**11. TRANSACTIONS WITH AFFILIATE**

The Organization contracts with the Sponsoring District for administrative support, utilities, and facilities. Fees paid or accrued for support and rent for fiscal year ending June 30, 2012 and 2011, were \$591,675 and \$610,610, respectively. At June 30, 2012 and 2011, \$157,085 and \$150,180, respectively, was due to the Sponsoring District and was included in accounts payable.

## **SUPPLEMENTARY INFORMATION**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)  
**COMBINING STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2012 AND 2011**

	Sacramento Charter High School		St. HOPE Public School #7		Triumph Center for Early Childhood		Oak Park Preparatory (Non Active Site)		Total	
	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011
<b>ASSETS</b>										
<b>CURRENT ASSETS:</b>										
Cash and cash equivalents	\$ 1,741,784	\$ 2,520,177	\$ (94,215)	\$ 1,120,433	\$ (977,840)	\$ (762,205)	\$ 71,958	\$ (5,157)	\$ 741,687	\$ 2,873,248
Accounts receivable	4,313	95,338	523	21,411	12,167	48,923	1,173		18,176	165,872
Due from grantor governments	1,434,639	1,656,382	1,052,125	883,027	26,280	57,557	60,836		2,573,880	2,596,966
Private grants receivable, current	50,000	117,500			2,000	28,000			52,000	145,500
Prepaid expenses and other assets	69,516	154,524	28,527	82,267	(1,211)	5,368	1,507		98,339	242,159
Total current assets	3,300,252	4,544,121	986,960	2,107,138	(938,604)	(622,357)	135,474	(5,157)	3,484,082	6,023,745
<b>PRIVATE GRANTS RECEIVABLE, NET</b>					6,000				6,000	
<b>PROPERTY AND EQUIPMENT, NET</b>	226,869	248,518	15,321	23,569	2,878	3,638			245,068	275,725
<b>TOTAL ASSETS</b>	<u>\$ 3,527,121</u>	<u>\$ 4,792,639</u>	<u>\$ 1,002,281</u>	<u>\$ 2,130,707</u>	<u>\$ (929,726)</u>	<u>\$ (618,719)</u>	<u>\$ 135,474</u>	<u>\$ (5,157)</u>	<u>\$ 3,735,150</u>	<u>\$ 6,299,470</u>
<b>LIABILITIES AND NET ASSETS</b>										
<b>CURRENT LIABILITIES:</b>										
Accounts payable	\$ 186,932	\$ 219,835	\$ 82,820	\$ 57,761	\$ 5,412	\$ 12,470	\$ 2,929	\$ 2,774	\$ 278,093	\$ 292,840
Due to student groups	11,825	27,061							11,825	27,061
Accrued expenses	179,954	162,733	42,930	49,584	12,323	15,069	7,431	1,870	242,638	229,256
Deferred revenues		25,000		30,461	20,000	25,000			20,000	80,461
Debt	1,395,919	3,143,357	675,000	1,787,187		87,330			2,070,919	5,017,874
Capital lease, current	22,335	17,201	8,823	6,351	748	691			31,906	24,243
Total current liabilities	1,796,965	3,595,187	809,573	1,931,344	38,483	140,560	10,360	4,644	2,655,381	5,671,735
<b>CAPITAL LEASE, Net</b>	90,529	101,222	9,198	19,398	2,079	2,956			101,806	123,576
Total liabilities	<u>1,887,494</u>	<u>3,696,409</u>	<u>818,771</u>	<u>1,950,742</u>	<u>40,562</u>	<u>143,516</u>	<u>10,360</u>	<u>4,644</u>	<u>2,757,187</u>	<u>5,795,311</u>
<b>NET ASSETS:</b>										
Unrestricted	1,413,772	865,833	170,232	179,239	(970,288)	(762,235)	(123,482)	(9,801)	490,234	273,036
Temporarily restricted	225,855	230,397	13,278	726			248,596		487,729	231,123
Total net Assets	<u>1,639,627</u>	<u>1,096,230</u>	<u>183,510</u>	<u>179,965</u>	<u>(970,288)</u>	<u>(762,235)</u>	<u>125,114</u>	<u>(9,801)</u>	<u>977,963</u>	<u>504,159</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 3,527,121</u>	<u>\$ 4,792,639</u>	<u>\$ 1,002,281</u>	<u>\$ 2,130,707</u>	<u>\$ (929,726)</u>	<u>\$ (618,719)</u>	<u>\$ 135,474</u>	<u>\$ (5,157)</u>	<u>\$ 3,735,150</u>	<u>\$ 6,299,470</u>



**ST. HOPE PUBLIC SCHOOLS**  
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**COMBINING STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

	Sacramento Charter High School		St. HOPE Public School #7		Triumph Center for Early Childhood		Oak Park Preparatory (Non Active Site)		Total	
	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011
<b>UNRESTRICTED NET ASSETS:</b>										
<b>REVENUES:</b>										
Revenue Limit Sources:										
State aid portion of general purpose block grant	\$ 3,867,117	\$ 4,312,860	\$ 1,816,060	\$ 1,668,100					\$ 5,683,177	\$ 5,980,960
State Revenue:										
Categorical block grant	487,253	532,322	256,010	210,318					743,263	742,640
Lottery	97,944	113,608	68,292	54,007					166,236	167,615
All other state revenue	531,113	508,439	330,763	338,929	\$ 154,975	\$ 180,815			1,016,851	1,028,183
Local Revenue:										
Cash in-lieu of property taxes	968,911	845,759	591,113	431,671					1,560,024	1,277,430
All other local revenue	243,024	326,505	71,422	88,561	199,659	222,178	\$ 1,257		515,362	637,244
Private grants and contributions	106,963	162,889	12,610	3,465	239	31,200	1,433		121,245	197,554
Federal revenues	645,821	772,330	464,036	383,282	20,583	26,273	60,837		1,191,277	1,181,885
In-kind contributions	544,907	104,016	220,318		22,902		18,961		807,088	104,016
Interest and investment income	15	1,464	8	600	20	87	1		44	2,151
Release of temporarily restricted net assets	160,610	125,616	726	1,184					161,336	126,800
Total revenues	7,653,678	7,805,808	3,831,358	3,180,117	398,378	460,553	82,489		11,965,903	11,446,478
<b>EXPENSES:</b>										
Program Services:										
Instruction, special education, and pupil services	5,086,148	5,451,376	2,595,730	2,371,741	511,166	602,227	139,513		8,332,557	8,425,344
Supporting Services:										
General and administrative	2,317,090	1,807,575	947,136	665,355	95,265	92,329	56,657	\$ 9,801	3,416,148	2,575,060
Total expenses	7,403,238	7,258,951	3,542,866	3,037,096	606,431	694,556	196,170	9,801	11,748,705	11,000,404
<b>TRANSFERS</b>	297,499	(513,011)	(297,499)	513,011						
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</b>	547,939	33,846	(9,007)	656,032	(208,053)	(234,003)	(113,681)	(9,801)	217,198	446,074
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>										
Lottery	23,132		3,624						26,756	
All other state revenues	37,868	15,050	5,856						43,724	15,050
Private grants	95,068	71,122	3,798	726			248,596		347,462	71,848
Federal revenues		834								834
Release of temporarily restricted net assets	(160,610)	(125,616)	(726)	(1,184)					(161,336)	(126,800)
<b>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</b>	(4,542)	(38,610)	12,552	(458)			248,596		256,606	(39,068)
<b>INCREASE (DECREASE) IN NET ASSETS</b>	543,397	(4,764)	3,545	655,574	(208,053)	(234,003)	134,915	(9,801)	473,804	407,006
<b>NET ASSETS, Beginning of Year</b>	1,096,230	1,100,994	179,965	(475,609)	(762,235)	(528,232)	(9,801)		504,159	97,153
<b>NET ASSETS, End of Year</b>	\$ 1,639,627	\$ 1,096,230	\$ 183,510	\$ 179,965	\$ (970,288)	\$ (762,235)	\$ 125,114	\$ (9,801)	\$ 977,963	\$ 504,159

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2012**

	<u>Sacramento Charter High School</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 2,396,660	\$ 186,859	\$ 2,583,519
Classified salaries	363,538	524,663	888,201
Employee benefits	763,745	194,680	958,425
Books and supplies	393,024	63,824	456,848
Services and other operating expenses	1,139,600	1,174,914	2,314,514
Depreciation	29,581	7,045	36,626
Interest		165,105	165,105
Total	<u>\$ 5,086,148</u>	<u>\$ 2,317,090</u>	<u>\$ 7,403,238</u>

	<u>St. HOPE Public School #7</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 1,352,503	\$ 79,915	\$ 1,432,418
Classified salaries	236,542	216,310	452,852
Employee benefits	387,946	78,162	466,108
Books and supplies	126,342	21,971	148,313
Services and other operating expenses	484,539	469,318	953,857
Depreciation	7,858	232	8,090
Interest		81,228	81,228
Total	<u>\$ 2,595,730</u>	<u>\$ 947,136</u>	<u>\$ 3,542,866</u>

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2012**

**Triumph Center for Early Childhood Education**

	<b><u>Instruction, Special Ed, &amp; Pupil Services</u></b>	<b><u>General and Administration</u></b>	<b><u>Total Expenses</u></b>
Certificated salaries	\$ 175,160	\$ 8,282	\$ 183,442
Classified salaries	84,137	10,837	94,974
Employee benefits	62,887	4,544	67,431
Books and supplies	17,584	5,387	22,971
Services and other operating expenses	170,663	58,438	229,101
Depreciation	735	25	760
Interest	<u>                    </u>	<u>7,752</u>	<u>7,752</u>
Total	<u>\$ 511,166</u>	<u>\$ 95,265</u>	<u>\$ 606,431</u>

**Oak Park Preparatory Academy (Non Active Site)**

	<b><u>Instruction, Special Ed, &amp; Pupil Services</u></b>	<b><u>General and Administration</u></b>	<b><u>Total Expenses</u></b>
Certificated salaries	\$ 70,374	\$ 6,883	\$ 77,257
Classified salaries		9,006	9,006
Employee benefits	18,837	3,777	22,614
Books and supplies	14,832	1,416	16,248
Services and other operating expenses	35,470	29,192	64,662
Depreciation			
Interest	<u>                    </u>	<u>6,383</u>	<u>6,383</u>
Total	<u>\$ 139,513</u>	<u>\$ 56,657</u>	<u>\$ 196,170</u>

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2011**

	<u>Sacramento Charter High School</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 2,618,734	\$ 104,944	\$ 2,723,678
Classified salaries	326,810	561,474	888,284
Employee benefits	848,748	200,490	1,049,238
Books and supplies	329,333	63,887	393,220
Services and other operating expenses	1,298,690	576,372	1,875,062
Depreciation	29,061	8,872	37,933
Interest		291,536	291,536
Total	<u>\$ 5,451,376</u>	<u>\$ 1,807,575</u>	<u>\$ 7,258,951</u>

	<u>St. HOPE Public School #7</u>		
	<u>Instruction, Special Ed, &amp; Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 1,232,486	\$ 35,224	\$ 1,267,710
Classified salaries	195,366	207,132	402,498
Employee benefits	364,998	67,430	432,428
Books and supplies	84,463	22,708	107,171
Services and other operating expenses	485,565	211,749	697,314
Depreciation	8,863	704	9,567
Interest		120,408	120,408
Total	<u>\$ 2,371,741</u>	<u>\$ 665,355</u>	<u>\$ 3,037,096</u>

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2011**

**Triumph Center for Early Childhood Education**

	<u><b>Instruction, Special Ed, &amp; Pupil Services</b></u>	<u><b>General and Administration</b></u>	<u><b>Total Expenses</b></u>
Certificated salaries	\$ 214,614	\$ 5,102	\$ 219,716
Classified salaries	133,171	13,317	146,488
Employee benefits	75,749	5,121	80,870
Books and supplies	18,375	6,588	24,963
Services and other operating expenses	159,127	44,890	204,017
Depreciation	1,191	102	1,293
Interest	<u>                    </u>	<u>17,209</u>	<u>17,209</u>
Total	<u><u>\$ 602,227</u></u>	<u><u>\$ 92,329</u></u>	<u><u>\$ 694,556</u></u>

**Oak Park Preparatory Academy (Non Active Site)**

	<u><b>Instruction, Special Ed, &amp; Pupil Services</b></u>	<u><b>General and Administration</b></u>	<u><b>Total Expenses</b></u>
Certificated salaries		\$ 5,687	\$ 5,687
Classified salaries			
Employee benefits		1,340	1,340
Books and supplies			
Services and other operating expenses		2,774	2,774
Depreciation			
Interest	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total	<u><u>\$</u></u>	<u><u>\$ 9,801</u></u>	<u><u>\$ 9,801</u></u>

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Benefit Corporation)

**COMBINING STATEMENTS OF CASH FLOWS**  
**YEARS ENDED JUNE 30, 2012 AND 2011**

	Sacramento Charter High School		St. HOPE Public School #7		Triumph Center for Early Childhood Education		Oak Park Preparatory (Non Active Site)		Total	
	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>										
Increase (decrease) in net assets	\$ 543,397	\$ (4,764)	\$ 3,545	\$ 655,574	\$ (208,053)	\$ (234,003)	\$ 134,915	\$ (9,801)	\$ 473,804	\$ 407,006
Adjustments to reconcile to net cash provided (used) by operating activities:										
Depreciation	36,626	37,933	8,090	9,567	760	1,293			45,476	48,793
Donated property and equipment		(7,965)								(7,965)
Loss on disposal of equipment	(158)	(1,665)	158	(3,291)	1,849					(3,107)
Changes in:										
Accounts receivable	91,225	(33,730)	20,888	13,061	36,756	(17,683)	(1,173)		147,696	(38,352)
Due from grantor governments	221,743	(169,681)	(169,098)	(358,576)	31,277	(49,216)	(60,836)		23,086	(577,473)
Private grants receivable	67,500	50,000			20,000	(28,000)			87,500	22,000
Prepaid expenses and other assets	85,008	64,488	53,740	(352)	6,579	6,921	(1,507)		143,820	71,057
Accounts payable	(32,903)	(36,902)	25,059	(166,293)	(7,058)	519	155	2,774	(14,747)	(199,902)
Due to student groups	(15,236)	3,497							(15,236)	3,497
Accrued expenses	17,221	(23,665)	(6,654)	5,569	(2,746)	(3,770)	5,561	1,870	13,382	(19,996)
Deferred revenues	(25,000)	25,000	(30,461)	30,461	(5,000)	(5,000)			(60,461)	50,461
Net cash provided (used) by operating activities	989,423	(97,454)	(94,733)	185,720	(127,485)	(327,090)	77,115	(5,157)	844,320	(243,981)
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>										
Proceeds from sale of investments		16,115		6,597		956				23,668
Purchases of property and equipment	(5,253)	(16,968)							(5,253)	(16,968)
Net cash provided (used) by investing activities	(5,253)	(853)		6,597		956			(5,253)	6,700
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>										
Proceeds from debt	1,200,000	4,060,332	675,000	2,162,567		141,701			1,875,000	6,364,600
Repayments of debt	(2,947,438)	(2,720,813)	(1,787,187)	(1,061,625)	(87,330)	(139,927)			(4,821,955)	(3,922,365)
Principal payments on capital lease	(15,125)	(22,578)	(7,728)	(5,453)	(820)	(3,334)			(23,673)	(31,365)
Net cash provided (used) by financing activities	(1,762,563)	1,316,941	(1,119,915)	1,095,489	(88,150)	(1,560)			(2,970,628)	2,410,870
<b>NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>										
	(778,393)	1,218,634	(1,214,648)	1,287,806	(215,635)	(327,694)	77,115	(5,157)	(2,131,561)	2,173,589
<b>CASH AND CASH EQUIVALENTS, Beginning of Year</b>										
	2,520,177	1,301,543	1,120,433	(167,373)	(762,205)	(434,511)	(5,157)		2,873,248	699,659
<b>CASH AND CASH EQUIVALENTS, End of Year</b>										
	\$ 1,741,784	\$ 2,520,177	\$ (94,215)	\$ 1,120,433	\$ (977,840)	\$ (762,205)	\$ 71,958	\$ (5,157)	\$ 741,687	\$ 2,873,248
<b>NON-CASH INVESTING ACTIVITIES:</b>										
Equipment purchased by incurring a capital lease obligation	\$ 9,566	\$ 122,770	\$	\$ 25,585	\$	\$ 3,830	\$	\$	\$ 9,566	\$ 152,185
Return of leased equipment through forgiveness of capital lease obligation	\$	\$ 76,445	\$	\$ 29,395	\$	\$ 4,288	\$	\$	\$	\$ 110,128
Donated property and equipment	\$	\$ 7,965	\$	\$	\$	\$	\$	\$	\$	\$ 7,965
<b>CASH PAID FOR INTEREST</b>										
	\$ 25,000	\$ 292,207	\$ 14,063	\$ 119,620	\$	\$ 17,326	\$	\$	\$ 39,063	\$ 429,153

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION**  
**YEAR ENDED JUNE 30, 2012**

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**ORGANIZATION**

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants. Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three charter schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy, charter school number 1386, which began serving students in August 2012

**GOVERNING BOARD**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Enoch Woodhouse	Chairman	September 2013
Tracy Stigler	Vice Chair	September 2012
Lori Mills	2 <sup>nd</sup> Vice Chair	September 2012
Lisa Serna-Mayorga	Secretary	September 2012
Dennis O'Reilly	Director	September 2012
George Fatheree, III	Director	September 2013
John Finegan	Director	September 2013
Jason Kamras	Director	September 2013
Adam Mendelsohn	Director	September 2013
John Taylor	Director	September 2013
Dr. Ron Tom	Director	September 2013
Noah Wepman	Director	September 2013
Dr. Chiem-Seng Yaangh	SCUSD Representative	September 2012
Marissa Vidaury	Student Representative	September 2012

**ADMINISTRATION**

James Scheible  
Superintendent

Aaron Thornsberry  
Chief Business Officer

The Governing Board listed above was effective as of June 30, 2012. As of the date this report was issued, the following Board Members listed above are no longer on the Board: Lisa Serna-Mayorga, John Finegan, Dr. Chiem-Seng Yaangh, and Marissa Vidaury. The following Board members have been added to the Board since June 30, 2012: Gladys Mitchell, Soyla Hernandez, Kevin Nagle, and Rebecca Siblia.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2012**

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<b><u>Classroom-based ADA:</u></b>	<b><u>Second Period Report</u></b>	<b><u>Annual Report</u></b>
Sacramento Charter High School: Grades 9 through 12	<u>776.79</u>	<u>773.22</u>
St. HOPE Public School #7:		
Kindergarten	44.94	44.22
Grades 1 through 3	152.23	151.58
Grades 4 through 6	154.66	153.53
Grades 7 through 8	<u>114.46</u>	<u>113.22</u>
Total	<u>466.29</u>	<u>462.55</u>
Combined Totals:		
Kindergarten	44.94	44.22
Grades 1 through 3	152.23	151.58
Grades 4 through 6	154.66	153.53
Grades 7 through 8	114.46	113.22
Grades 9 through 12	<u>776.79</u>	<u>773.22</u>
Total	<u>1,243.08</u>	<u>1,235.77</u>



**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**YEAR ENDED JUNE 30, 2012**

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Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements.

	<b>2011-2012 Minutes</b>		
	<b><u>Requirement</u></b>	<b><u>Minutes Offered</u></b>	<b><u>Status</u></b>
Sacramento Charter High School:			
Grades 9 through 12	60,357	63,955	In Compliance
St. HOPE Public School #7:			
Kindergarten	33,531	61,950	In Compliance
Grades 1 through 3	46,944	66,000	In Compliance
Grades 4 through 8	50,297	73,650	In Compliance

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2012**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<b>U.S. Department of Agriculture:</b>			
Passed Through California Department of Education (CDE):			
National Lunch Program:			
Child Nutrition: National School Lunch	10.555	13391	\$ 441,601
School Breakfast	10.553	13525	109,253
Total U.S. Department of Agriculture			<u>550,854</u>
<b>U.S. Department of Education:</b>			
Passed Through California Department of Education (CDE):			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected *	84.010	14329	371,748
Special Education: IDEA: Basic Local Assistance Entitlement, Part B, sec 611 (Formerly 94-142)	84.027	13379	181,980
NCLB: Title II, Part A, Teacher Quality	84.367	14341	9,887
NCLB: Title II, Part D, Enhancing Education Through Technology	84.318	14334	347
NCLB: ARRA Title II, Part D, Enhancing Education Through Technology	84.386	15019	992
NCLB: Title V, Part B, Public Charter Schools Grants	84.282A	14941	60,837
Education Jobs Fund	84.410	25152	2,842
ARRA: State Fiscal Stabilization Fund	84.394	24997	834
Passed Through California School Finance Authority:			
State Charter Schools Facilities Incentive Grant Program	84.282D	None	42,592
Total U.S. Department of Education			<u>672,059</u>
Total Expenditures of Federal Awards			<u>\$ 1,222,913</u>

\*Tested as a major program under OMB Circular A-133.

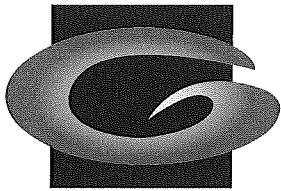
**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2012**

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**1. BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards of St. HOPE Public Schools is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.



**Gilbert Associates, Inc.**  
CPAs and Advisors

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited the financial statements of St. HOPE Public Schools (the Organization) as of and for the year ended June 30, 2012, and have issued our report thereon dated December 5, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

Management of the Organization is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Organization's internal control over financial reporting.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

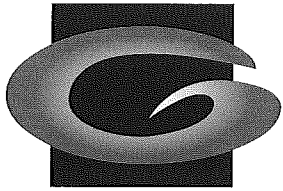
As part of obtaining reasonable assurance about whether the Organization's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, audit committee, management, others within the Organization, and governmental awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

*Gilbert Associates, Inc.*

**GILBERT ASSOCIATES, INC.  
Sacramento, California**

**December 5, 2012**



**Gilbert Associates, Inc.**  
CPAs and Advisors

**REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN  
ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF  
CALIFORNIA K-12 LOCAL EDUCATION AGENCIES**

**Independent Auditor's Report**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited the St. HOPE Public Schools (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2011-12*, applicable to the Organization's programs identified in the below schedule for the year ended June 30, 2012. Compliance with the requirements referred to above is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2011-12*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Education Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

<b>Description</b>	<b>Procedures In Audit Guide</b>	<b>Procedures Performed</b>
Class Size Reduction Program (PS7 only):		
General Requirements	7	Yes
Option one classes	3	Yes
Option two classes	4	Not Applicable
Districts or Charter Schools with one School Serving K-3	4	Yes

Description	Procedures In Audit Guide	Procedures Performed
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
Contemporaneous Records of Attendance, for charter schools	3	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom-Based, for charter schools	4	Yes

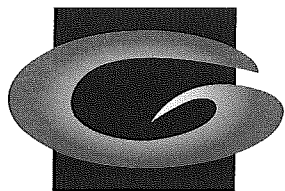
In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the year ended June 30, 2012.

This report is intended solely for the information and use of the Board of Directors, audit committee, management, others within the Organization, and governmental awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

*Gilbert Associates, Inc.*

GILBERT ASSOCIATES, INC.  
Sacramento, California

December 5, 2012



**Gilbert Associates, Inc.**  
CPAs and Advisors

**REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A  
DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE  
WITH OMB CIRCULAR A-133**

**Independent Auditor's Report**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

**Compliance**

We have audited the compliance of St. HOPE Public Schools (the Organization) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that are applicable to its major federal programs for the year ended June 30, 2012. The Organization's major federal programs are identified in the Summary of Audit Results included in the accompanying Findings and Recommendations section. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2012.



Internal Control Over Compliance

The management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Organization's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Directors, audit committee, management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

  
GILBERT ASSOCIATES, INC.  
Sacramento, California

December 5, 2012

## **FINDINGS AND RECOMMENDATIONS**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2012**

---

**SUMMARY OF AUDIT RESULTS**

**Financial Statements**

Type of auditor's report issued:

Unqualified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted?

☐ Yes ☒ No

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs:

Unqualified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?

☐ Yes ☒ No

Identification of major programs:

Name of Federal Program or Cluster

CFDA Number

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected 84.010

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 300,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

**State Awards**

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for state programs:

Unqualified

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2012**

---

**FINANCIAL STATEMENT FINDINGS**

There were no financial statement findings for the year ended June 30, 2012.

**FEDERAL COMPLIANCE**

There were no federal compliance findings for the year ended June 30, 2012.

**STATE COMPLIANCE**

There were no state compliance findings for the year ended June 30, 2012.

**STATUS OF PRIOR YEAR FINDINGS**

There were no findings reported for the year ended June 30, 2011.

**ST. HOPE PUBLIC SCHOOLS  
(A CALIFORNIA NON-PROFIT  
PUBLIC BENEFIT CORPORATION)**

**SACRAMENTO CHARTER HIGH  
CHARTER SCHOOL # 0596**

**ST. HOPE PUBLIC SCHOOL 7  
CHARTER SCHOOL # 0491**

**OAK PARK PREPARATORY ACADEMY  
CHARTER SCHOOL # 1386**

**FINANCIAL STATEMENTS WITH  
INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED  
JUNE 30, 2013 AND 2012**



**Gilbert Associates, Inc.**  
CPAs and Advisors

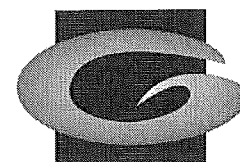
*Relax. We got this.™*

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

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Gilbert Associates, Inc.  
CPAs and Advisors

*Relax. We got this.*

## INDEPENDENT AUDITOR'S REPORT

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

### **Report on the Financial Statements**

We have audited the accompanying financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13*, published by the Education Audit Appeals Panel, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2013, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

*Gilbert Associates, Inc.*

**GILBERT ASSOCIATES, INC.  
Sacramento, California**

**December 12, 2013**



**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 394,861	\$ 741,687
Accounts receivable	33,103	18,176
Due from grantor governments	4,623,273	2,938,177
Private grants receivable, current		52,000
Prepaid expenses and other assets	85,781	98,339
Total current assets	<u>5,137,018</u>	<u>3,848,379</u>
<b>PRIVATE GRANTS RECEIVABLE, NET</b>		6,000
<b>PROPERTY AND EQUIPMENT, NET</b>	<u>421,053</u>	<u>245,068</u>
<b>TOTAL ASSETS</b>	<u>\$ 5,558,071</u>	<u>\$ 4,099,447</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 356,090	\$ 278,093
Due to grantor governments	571,306	364,297
Due to student groups	6,994	11,825
Accrued expenses	569,888	242,638
Deferred revenues	26,613	20,000
Debt, current	2,324,771	2,070,919
Capital lease, current	35,660	31,906
Total current liabilities	<u>3,891,322</u>	<u>3,019,678</u>
<b>DEBT, NET</b>	83,334	
<b>CAPITAL LEASE, NET</b>	<u>64,491</u>	<u>101,806</u>
Total liabilities	<u>4,039,147</u>	<u>3,121,484</u>
<b>NET ASSETS:</b>		
Unrestricted	1,272,156	490,234
Temporarily restricted	246,768	487,729
Total net assets	<u>1,518,924</u>	<u>977,963</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 5,558,071</u>	<u>\$ 4,099,447</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
<b>UNRESTRICTED NET ASSETS:</b>		
<b>REVENUES:</b>		
Federal revenues	\$ 1,379,062	\$ 1,191,277
State revenues:		
State aid portion of general purpose block grant	4,915,877	5,683,177
EPA revenue	1,666,924	
Lottery revenue	224,076	166,236
All other state revenue	2,084,200	1,760,114
Local revenues:		
Cash in-lieu of property taxes	1,664,726	1,560,024
All other local revenue	539,611	515,406
Private grants and contributions	159,003	121,245
In-kind contributions	94,641	807,088
Release of temporarily restricted net assets	306,350	161,336
Total revenues	<u>13,034,470</u>	<u>11,965,903</u>
<b>EXPENSES:</b>		
Program services:		
Instruction, special education, and pupil services	9,056,778	8,332,557
Supporting services:		
General and administrative	3,325,270	3,416,148
Total expenses	<u>12,382,048</u>	<u>11,748,705</u>
<b>INCREASE IN UNRESTRICTED NET ASSETS BEFORE SETTLEMENT INCOME</b>	652,422	217,198
<b>SETTLEMENT INCOME</b>	<u>129,500</u>	
<b>INCREASE IN UNRESTRICTED NET ASSETS</b>	<u>781,922</u>	<u>217,198</u>
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>		
Lottery		26,756
All other state revenue		43,724
Private grants	65,389	347,462
Release of temporarily restricted net assets	<u>(306,350)</u>	<u>(161,336)</u>
<b>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</b>	<u>(240,961)</u>	<u>256,606</u>
<b>INCREASE IN NET ASSETS</b>	540,961	473,804
<b>NET ASSETS, Beginning of Year</b>	<u>977,963</u>	<u>504,159</u>
<b>NET ASSETS, End of Year</b>	<u>\$ 1,518,924</u>	<u>\$ 977,963</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**STATEMENTS OF CASH FLOWS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Increase in net assets	\$ 540,961	\$ 473,804
Adjustments to reconcile to net cash provided (used) by operating activities:		
Depreciation	51,423	45,476
Write-off of uncollectable private grants receivable	6,000	
Increase in allowance for doubtful accounts		67,500
Changes in:		
Accounts receivable	(14,927)	147,696
Due from grantor governments	(1,685,096)	(248,159)
Private grants receivable	52,000	20,000
Prepaid expenses and other assets	12,558	143,820
Accounts payable	77,997	(14,747)
Due to grantor governments	207,009	271,245
Due to student groups	(4,831)	(15,236)
Accrued expenses	327,250	13,382
Deferred revenues	6,613	(60,461)
Net cash provided (used) by operating activities	<u>(423,043)</u>	<u>844,320</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Purchases of property and equipment	<u>(227,408)</u>	<u>(5,253)</u>
Net cash used by investing activities	<u>(227,408)</u>	<u>(5,253)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Proceeds from debt	4,575,437	1,875,000
Repayments of debt	(4,238,251)	(4,821,955)
Principal payments on capital lease	<u>(33,561)</u>	<u>(23,673)</u>
Net cash provided (used) by financing activities	<u>303,625</u>	<u>(2,970,628)</u>
<b>NET DECREASE IN CASH AND CASH EQUIVALENTS</b>	(346,826)	(2,131,561)
<b>CASH AND CASH EQUIVALENTS, Beginning of Year</b>	<u>741,687</u>	<u>2,873,248</u>
<b>CASH AND CASH EQUIVALENTS, End of Year</b>	<u>\$ 394,861</u>	<u>\$ 741,687</u>
<b>NON-CASH INVESTING ACTIVITIES:</b>		
Equipment purchased by incurring a capital lease obligation	<u>\$</u>	<u>\$ 9,566</u>
<b>CASH PAID FOR INTEREST</b>	<u>\$ 292,815</u>	<u>\$ 39,063</u>

The accompanying notes are an integral part of these financial statements.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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**1. OPERATIONS**

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education, individual and foundation contributions, and various government agency grants.

In addition to operating charter schools, the Organization has a preschool, Triumph Center for Early Childhood Education, which serves a mix of tuition-based and state grant income eligible students from ages 2 to 5. Triumph's goal is to prepare students to excel in school and in life.

Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386. Charters are granted to each school for up to five years with an opportunity to request a continuation. The charters for PS7 and SCHS were renewed during the 2011-12 fiscal year and will expire June 30, 2017. The charter for OPPA was granted on October 6, 2011 and will expire on June 30, 2015. OPPA began school operations on August 21, 2012. The charters could be revoked by the Sponsoring District for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Sponsoring District receives 1% of the annual charter revenue for supervisory oversight. As of June 30, 2013, the Organization has separately negotiated with the Sponsoring District for administrative, personnel, and facility use and services which are documented through written agreements.

**2. SIGNIFICANT ACCOUNTING POLICIES**

**Basis of accounting and financial statement presentation** – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no permanently restricted net assets as of June 30, 2013 and 2012.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Support that is restricted by the donor is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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reclassified to unrestricted net assets and reported in the statement of activities as “Net Assets Released from Restriction”. Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, generally when the expenditures are incurred related to the required services. Funds received in excess of expenses incurred are recorded as deferred revenue.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. Contributions of \$94,641 in athletic materials and other miscellaneous items were received during the year ended June 30, 2013. Contributions of \$807,088 in athletic materials, consulting services, and other miscellaneous items were received during the year ended June 30, 2012. The contributed consulting services received were for the development of a strategic growth plan and are included in general and administrative expense on the *Statements of Activities*.

**Cash and cash equivalents** – For financial statement purposes, the Organization considers investments with a maturity of three months or less from the date of purchase to be cash equivalents. The Organization maintains its cash in bank deposit accounts that, at times, may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

**Property and equipment** with a value greater than \$5,000 are capitalized at cost or, in the case of donated property, at fair market value on the date of receipt. Depreciation is recorded using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

**Due to Student Groups** – SCHS has an Associated Student Body (ASB) which consists of the Student Senate and various clubs. Funds raised by the various student groups are held in a separate bank account by the Organization. The Organization provides oversight and monitors the activities of these groups. The cash and cash equivalent balance on the *Statements of Financial Position* includes \$6,994 and \$11,825, at June 30, 2013 and 2012, respectively, that was held on behalf of the ASB. Revenues and expenses of the ASB are generated separately from the Organization and therefore are not included on the Organization’s *Statements of Activities*.

**Functional allocation of expenses** – The cost of providing the Organization’s programs and other activities has been summarized on a functional basis in the statements of activities and functional expenses. Accordingly, certain costs have been allocated based on employees’ time incurred and management’s estimate of the usage of resources.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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**Income taxes** – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization adopted the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2009.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financials are the collectability of receivables, the useful life of property and equipment, and the functional allocation of expenses. Accordingly, actual results could differ from those estimates.

**Subsequent events** have been reviewed through December 12, 2013, the date the financial statements were available to be issued. Management concluded that no material subsequent events have occurred since June 30, 2013, that requires recognition or disclosure in such financial statements.

**Reclassifications** – Certain 2012 amounts have been reclassified to conform to the 2013 financial statement presentation. These reclassifications had no effect on the Organization's total net assets.

**3. PROPERTY AND EQUIPMENT**

Property and equipment consists of the following:

	<u>2013</u>	<u>2012</u>
Leasehold improvements	\$ 278,549	\$ 278,549
Equipment	1,008,097	780,689
Vehicle	<u>7,965</u>	<u>7,965</u>
Total property and equipment	1,294,611	1,067,203
Less accumulated depreciation	<u>(873,558)</u>	<u>(822,135)</u>
Property and equipment, net	<u>\$ 421,053</u>	<u>\$ 245,068</u>

**4. DEBT**

In September 2009 and May 2010, the Organization authorized the sale and assigned its rights of \$3,000,000 and \$6,000,000, respectively, of future general purpose block grant apportionments under SCHS to Charter School Capital, Inc. The effective interest rate on the borrowings ranges from 10.75 % to 29.16%. Interest expense totaled \$77,464 for the year ended June 30, 2012 and the loan was paid in full during the 2011-12 fiscal year.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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In June 2011, the Organization entered into two promissory notes with the Sponsoring District totaling \$2,854,800, which included an issuance fee of \$109,800. These notes were secured by and were paid through 2011-12 in-lieu of tax revenues. The notes were further secured by all unrestricted monies passed through the Sponsoring District to the Organization. The effective interest rate on the notes was 4.00% and interest incurred under these notes was \$109,800 for the year ended June 30, 2012. As of June 30, 2012, the total amount due under these notes was \$195,919 and the outstanding balance was paid in full on September 28, 2012.

On March 1, 2012 the Organization entered into two loans with the California School Finance Authority under the Citi 2011-12 Charter School Working Capital Note Program in the amount of \$1,200,000 and \$675,000. The loans had an interest rate of 4% and fees totaling \$39,063. The notes were secured by SCHS and PS7's General Purpose Block Grant Apportionments deferred by the State of California from spring 2012 to July and August 2012 with final maturity on December 31, 2012. As of June 30, 2012 the total amount outstanding on these loans was \$1,200,000 and \$675,000. Interest incurred on these loans during the year ended June 30, 2012 was \$9,252. The notes were paid in full on August 8, 2012.

In July 2012, the Organization received a Charter School Revolving Loan through the California Department of Education for \$250,000, which is secured by OPPA's state aid apportionments and bears interest at 0.35%. As of June 30, 2013, the total amount outstanding was \$250,000. Total principal payments of \$83,333 are due each year with final maturity in the year ended June 30, 2015.

In July 2012 the Organization entered into a short-term loan with Umpqua Bank for up to \$1,950,000 at an interest rate of 4% and fees totaling \$9,500. The note was secured by the Organization's general purpose block grant apportionments. This loan was paid in full as of June 30, 2013. Also in July 2012, the Organization entered into a second short-term loan with Umpqua Bank for up to \$1,500,000 at an interest rate of 4% and fees totaling \$8,750. The note was secured by the Organization's general purpose block grant apportionments. This loan was paid in full as of June 30, 2013. In January 2013 the Organization entered into a third short-term loan with Umpqua Bank for up to \$3,000,000 at an interest rate of 4% and fees totaling \$20,000. The note is secured by the Organization's general purpose block grant apportionments with final maturity on August 31, 2013, and was paid in full by that date. As of June 30, 2013 the total amount outstanding on the loan was \$2,158,105. Total interest expense incurred on these loans for the year ended June 30, 2013, was approximately \$80,000.

The future minimum payments related to outstanding debt were as follows as of June 30, 2013:

<u>Year Ending</u> <u>June 30,</u>	
2014	\$ 2,324,771
2015	<u>83,334</u>
Total	<u>\$ 2,408,105</u>

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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**5. LEASES**

Capital Leases

The Organization has leases for multiple copier machines that meet the conditions to be considered capital leases under the accounting standards. The lease terms are through June 2017. Under these agreements, the minimum lease payments of approximately \$4,400 are due monthly. The equipment under capital leases was valued at \$161,751 at the inception of the leases. These assets are included in the equipment balance and are being depreciated over the term of the leases.

The following is a schedule of future minimum lease payments under the capital leases together with the present value of the net minimum lease payments as of June 30, 2013:

Year ending June 30:

2014	\$ 47,839
2015	40,853
2016	36,667
2017	<u>1,974</u>
Total minimum lease payments	127,333
Less: Amount representing interest	<u>(27,182)</u>
Present value of net minimum lease payments	<u>\$ 100,151</u>

Operating Leases

The facility for the Triumph Center for Early Childhood Education is leased from St. HOPE Academy, a separate 501(c)(3) organization, and expires in June 2017. The Organization also leases equipment under operating leases expiring through 2017. Rental expense for this operating lease was \$143,413 and \$110,759 for the years ended June 30, 2013 and 2012, respectively.

The aggregate minimum rental payments required under the terms of the operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year Ending</u> <u>June 30,</u>	<u>Minimum</u> <u>Payments</u>
2014	\$ 143,413
2015	143,413
2016	143,413
2017	<u>132,543</u>
Total	<u>\$ 562,782</u>



**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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**6. EMPLOYEE BENEFIT PLANS**

Qualified certificated employees are covered under the following defined benefit pension plan maintained by the State of California.

Plan name:	California State Teachers' Retirement System (CalSTRS)
Plan's EIN:	94-6291617
Actuarial value of assets:	\$144,232
Actuarial accrued liability:	\$215,189
Funded status:	65-80% funded

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2012, the most recent actuarial valuation date.

Plan Description

The Organization contributes to a cost-sharing multiemployer defined benefit pension plan administered by CalSTRS. Multiemployer plans differ from single-employer plans in that much of the fiduciary responsibilities and risks under a single-employer plan would lie with the Organization. Under this multiemployer plan, the fiduciary responsibilities and risks lie with CalSTRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal years 2013 and 2012 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to CalSTRS for the years ending June 30, 2013 and 2012, were \$381,478 and \$328,140, respectively, and equaled 100% of the required contributions. For fiscal year 2014 the Organization is required to contribute 8.25% of annual payroll.

Other Information

The Organization also sponsors a voluntary 401(k) Plan covering substantially all employees of the Organization who have obtained the age of 21 and are not covered by a collective-bargaining agreement. The Organization makes discretionary contributions. Contributions of \$3,551 and \$7,292 were made into the plan for the year ended June 30, 2013 and 2012, respectively.

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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**7. RESTRICTED NET ASSETS**

Temporarily restricted net assets consist of unspent donations, grants, and entitlements restricted as to time and/or purpose, that the Organization received through year end. Purpose restrictions include: Programs to assist incoming ninth graders at Sacramento Charter High, start-up costs for Oak Park Preparatory Academy, Special Education, instructional materials, media, fieldtrips, college scholarships, foster youth, and athletic activities.

**8. JOINT VENTURES**

The Organization participates in two joint ventures under joint powers agreements (JPAs); CharterSAFE and the Schools Excess Liability Fund (SELF).

CharterSAFE and SELF arrange for and provide workers' compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

**NATURE OF PARTICIPATION**

**1. Workers' Compensation (CharterSAFE)**

Coverage:	
JPA's SIR	\$250,000
Selective Way Insurance	
Company	\$250,001 to \$500,000
Star Insurance Company	\$500,001 to statutory limits

**2. Property (CharterSAFE)**

Organization	
Deductible	\$0 to \$1,000
Coverage:	
JPA's SIR (Deductible)	\$10,000
Landmark Insurance	
Company	\$10,001 to \$100,000
Travelers Property Casualty	
Company of America	\$100,001 to \$100,000,000

**ST. HOPE PUBLIC SCHOOLS**  
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**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

**3. Liability (CharterSAFE)**

Organization	
Deductible	\$0 to \$50,000
Coverage:	
JPA's SIR	\$300,000
Selective Way Insurance	
Company	\$300,001 to \$1,000,000
Brit Insurance	\$1,000,001 to \$5,000,000
SELF	\$5,000,001 to \$25,000,000

Complete separate financial statements for the JPAs may be obtained from:

SELF	1531 I Street, Suite 300, Sacramento, California 95814
CharterSAFE	250 E. 1 <sup>st</sup> Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for the JPAs is as follows:

	<b>SELF</b> <b>June 30, 2013</b> <b>(Audited in</b> <b>thousands)</b>	<b>CharterSAFE</b> <b>June 30, 2013</b> <b>(Unaudited in</b> <b>thousands)</b>
Total Assets	\$ 48,212	\$ 11,673
Total Liabilities	\$ 15,640	\$ 9,121
Net Position	32,572	2,552
Total Liabilities and Net Position	\$ 48,212	\$ 11,673
Total Revenues	\$ 10,447	\$ 15,095
Total Expenses	11,533	12,086
Increase (decrease) in Net Position	\$ (1,086)	\$ 3,009

**9. CONTINGENCIES**

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The Organization has an outstanding legal claim. However, based on consultation with legal counsel, management believes that the ultimate resolution of the matter will not have a material adverse effect on the Organization's financial position or results of operations.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**YEARS ENDED JUNE 30, 2013 AND 2012**

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**10. AGREEMENTS WITH SPONSORING DISTRICT**

The Organization has a facilities use agreement with the Sponsoring District for its SCHS, PS7, and OPPA campuses, expiring June 30, 2017. The agreement states that the Organization will have the right to the use of buildings, furnishings, and equipment at each campus, that the Sponsoring District will furnish the utilities for each campus and the Sponsoring District will provide custodial services for the PS7 campus. The facilities use fee is determined annually and is based on a pro rata cost estimate. The Organization reimburses the Sponsoring District for utilities and custodial services based on the actual costs incurred by the Sponsoring District. The Organization also contracts with the Sponsoring District for administrative support and fiscal oversight through operational memorandums of understanding, expiring June 30, 2017. The Organization reimburses the Sponsoring District for the actual costs of providing the services. Fees paid or accrued for facilities, utilities, custodial services, administrative support and fiscal oversight for fiscal years ending June 30, 2013 and 2012, were \$949,273 and \$870,490, respectively. At June 30, 2013 and 2012, \$201,974 and \$157,085, respectively, was due to the Sponsoring District and was included in accounts payable.

**11. SETTLEMENT INCOME**

On April 8, 2013, the Organization signed a settlement agreement with a company to settle a dispute the Organization filed against the company on December 30, 2009. The Organization and the company settled for \$129,500 and is included in the statement of activities as settlement income.

## **SUPPLEMENTARY INFORMATION**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**COMBINING STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2013**

	<u>Sacramento Charter High School</u>	<u>St. HOPE Public School #7</u>	<u>Triumph Center for Early Childhood Education</u>	<u>Oak Park Preparatory</u>	<u>Home Office</u>	<u>Total</u>
<b>ASSETS</b>						
<b>CURRENT ASSETS:</b>						
Cash and cash equivalents	\$ 834,187	\$ 290,138	\$ (1,065,307)	\$ 322,399	\$ 13,444	\$ 394,861
Accounts receivable	2,121	(697)	24,127		7,552	33,103
Due from grantor governments	2,719,802	1,606,071	24,371	273,029		4,623,273
Prepaid expenses and other assets	<u>(14,928)</u>	<u>10,464</u>	<u>(4,548)</u>	<u>3,361</u>	<u>91,432</u>	<u>85,781</u>
Total current assets	3,541,182	1,905,976	(1,021,357)	598,789	112,428	5,137,018
<b>PROPERTY AND EQUIPMENT, NET</b>	304,753	79,023	2,025	20,377	14,875	421,053
<b>DUE FROM (TO)</b>	<u>65,593</u>	<u>10,607</u>			<u>(76,200)</u>	
<b>TOTAL ASSETS</b>	<u>\$ 3,911,528</u>	<u>\$ 1,995,606</u>	<u>\$ (1,019,332)</u>	<u>\$ 619,166</u>	<u>\$ 51,103</u>	<u>\$ 5,558,071</u>
<b>LIABILITIES AND NET ASSETS</b>						
<b>CURRENT LIABILITIES:</b>						
Accounts payable	\$ 165,668	\$ 160,843	\$ 14,416	\$ 23,936	\$ (8,773)	\$ 356,090
Due to government grantors	462,944	99,967		8,395		571,306
Due to student groups	6,994					6,994
Accrued expenses	337,197	158,629	8,897	22,123	43,042	569,888
Deferred revenues		11,613	15,000			26,613
Debt, current	1,020,026	945,344	60,859	298,542		2,324,771
Capital lease, current	<u>31,105</u>	<u>3,100</u>	<u>727</u>		<u>728</u>	<u>35,660</u>
Total current liabilities	2,023,934	1,379,496	99,899	352,996	34,997	3,891,322
<b>DEBT, NET</b>				83,334		83,334
<b>CAPITAL LEASE, NET</b>	<u>56,254</u>	<u>5,606</u>	<u>1,315</u>		<u>1,316</u>	<u>64,491</u>
Total liabilities	<u>2,080,188</u>	<u>1,385,102</u>	<u>101,214</u>	<u>436,330</u>	<u>36,313</u>	<u>4,039,147</u>
<b>NET ASSETS:</b>						
Unrestricted	1,744,374	606,317	(1,120,546)	27,221	14,790	1,272,156
Temporarily restricted	<u>86,966</u>	<u>4,187</u>		<u>155,615</u>		<u>246,768</u>
Total net Assets	<u>1,831,340</u>	<u>610,504</u>	<u>(1,120,546)</u>	<u>182,836</u>	<u>14,790</u>	<u>1,518,924</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 3,911,528</u>	<u>\$ 1,995,606</u>	<u>\$ (1,019,332)</u>	<u>\$ 619,166</u>	<u>\$ 51,103</u>	<u>\$ 5,558,071</u>

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2013**

	<b>Sacramento Charter High School</b>	<b>St. HOPE Public School #7</b>	<b>Triumph Center for Early Childhood Education</b>	<b>Oak Park Preparatory</b>	<b>Home Office</b>	<b>Total</b>
<b>REVENUES:</b>						
Federal revenues	\$ 584,745	\$ 467,991	\$ 26,698	\$ 299,628		\$ 1,379,062
State revenues:						
State aid portion of general purpose block grant	3,034,357	1,697,419		184,101		4,915,877
EPA revenue	1,085,420	511,090		70,414		1,666,924
Lottery revenue	141,787	82,289				224,076
All other state revenue	1,073,626	765,164	156,546	88,864		2,084,200
Local revenues:						
Cash in-lieu of property taxes	948,656	641,379		74,691		1,664,726
All other local revenue	193,254	94,324	246,238	4,705	\$ 1,090	539,611
Private grants and contributions	39,728	18,171	100,000		1,104	159,003
In-kind contributions	94,641					94,641
Release of temporarily restricted net assets	200,091	13,278		92,981		306,350
Total revenues	<u>7,396,305</u>	<u>4,291,105</u>	<u>529,482</u>	<u>815,384</u>	<u>2,194</u>	<u>13,034,470</u>
<b>EXPENSES:</b>						
Program Services:						
Instruction, special education, and pupil services	5,082,927	3,079,836	499,241	394,774		9,056,778
Supporting Services:						
General and administrative	<u>1,356,704</u>	<u>458,912</u>	<u>137,290</u>	<u>207,315</u>	<u>1,165,049</u>	<u>3,325,270</u>
Total expenses	<u>6,439,631</u>	<u>3,538,748</u>	<u>636,531</u>	<u>602,089</u>	<u>1,165,049</u>	<u>12,382,048</u>
<b>TRANSFERS TO (FROM)</b>	<u>626,072</u>	<u>316,272</u>	<u>43,209</u>	<u>62,592</u>	<u>(1,048,145)</u>	
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS BEFORE SETTLEMENT INCOME</b>	<u>330,602</u>	<u>436,085</u>	<u>(150,258)</u>	<u>150,703</u>	<u>(114,710)</u>	<u>652,422</u>
<b>SETTLEMENT INCOME</b>					<u>129,500</u>	<u>129,500</u>
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</b>	<u>330,602</u>	<u>436,085</u>	<u>(150,258)</u>	<u>150,703</u>	<u>14,790</u>	<u>781,922</u>
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>						
Private grants	61,202	4,187				65,389
Release of temporarily restricted net assets	<u>(200,091)</u>	<u>(13,278)</u>		<u>(92,981)</u>		<u>(306,350)</u>
<b>DECREASE IN TEMPORARILY RESTRICTED NET ASSETS</b>	<u>(138,889)</u>	<u>(9,091)</u>		<u>(92,981)</u>		<u>(240,961)</u>
<b>INCREASE (DECREASE) IN NET ASSETS</b>	<u>191,713</u>	<u>426,994</u>	<u>(150,258)</u>	<u>57,722</u>	<u>14,790</u>	<u>540,961</u>
<b>NET ASSETS, Beginning of Year</b>	<u>1,639,627</u>	<u>183,510</u>	<u>(970,288)</u>	<u>125,114</u>		<u>977,963</u>
<b>NET ASSETS, End of Year</b>	<u>\$ 1,831,340</u>	<u>\$ 610,504</u>	<u>\$ (1,120,546)</u>	<u>\$ 182,836</u>	<u>\$ 14,790</u>	<u>\$ 1,518,924</u>

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2013**

<b>Sacramento Charter High School</b>			
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 2,327,334	\$ 352,378	\$ 2,679,712
Classified salaries	364,460	263,962	628,422
Employee benefits	820,065	123,268	943,333
Books and supplies	373,412	38,995	412,407
Services and other operating expenses	1,104,607	557,931	1,662,538
Depreciation	35,285	3,830	39,115
Interest	<u>57,764</u>	<u>16,340</u>	<u>74,104</u>
Total	<u>\$ 5,082,927</u>	<u>\$ 1,356,704</u>	<u>\$ 6,439,631</u>

<b>St. HOPE Public School #7</b>			
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 1,549,047	\$ 102,587	\$ 1,651,634
Classified salaries	341,628	52,419	394,047
Employee benefits	419,661	39,390	459,051
Books and supplies	184,384	11,577	195,961
Services and other operating expenses	546,709	248,912	795,621
Depreciation	8,245		8,245
Interest	<u>30,162</u>	<u>4,027</u>	<u>34,189</u>
Total	<u>\$ 3,079,836</u>	<u>\$ 458,912</u>	<u>\$ 3,538,748</u>



**ST. HOPE PUBLIC SCHOOLS**  
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**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2013**

<b><u>Triumph Center for Early Childhood Education</u></b>			
	<b><u>Instruction, Special Ed, &amp; Pupil Services</u></b>	<b><u>General and Administration</u></b>	<b><u>Total Expenses</u></b>
Certificated salaries	\$ 171,309	\$ 60,960	\$ 232,269
Classified salaries	86,185	24,322	110,507
Employee benefits	54,802	17,056	71,858
Books and supplies	34,105	5,344	39,449
Services and other operating expenses	152,104	29,560	181,664
Depreciation	736		736
Interest		48	48
Total	<u>\$ 499,241</u>	<u>\$ 137,290</u>	<u>\$ 636,531</u>

<b><u>Oak Park Preparatory Academy</u></b>			
	<b><u>Instruction, Special Ed, &amp; Pupil Services</u></b>	<b><u>General and Administration</u></b>	<b><u>Total Expenses</u></b>
Certificated salaries	\$ 177,987	\$ 80,581	\$ 258,568
Classified salaries	9,338	43,803	53,141
Employee benefits	49,169	24,877	74,046
Books and supplies	72,871	8,770	81,641
Services and other operating expenses	76,355	49,284	125,639
Depreciation	2,591		2,591
Interest	6,463		6,463
Total	<u>\$ 394,774</u>	<u>\$ 207,315</u>	<u>\$ 602,089</u>

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**COMBINING STATEMENTS OF FUNCTIONAL EXPENSES**  
**YEAR ENDED JUNE 30, 2013**

	<b>Home Office</b>		
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries		\$ 134,783	\$ 134,783
Classified salaries		536,960	536,960
Employee benefits		192,859	192,859
Books and supplies		42,655	42,655
Services and other operating expenses		257,056	257,056
Depreciation		736	736
Interest			
Total	<u>\$</u>	<u>\$ 1,165,049</u>	<u>\$ 1,165,049</u>

	<b>Total</b>		
	<b>Instruction, Special Ed, &amp; Pupil Services</b>	<b>General and Administration</b>	<b>Total Expenses</b>
Certificated salaries	\$ 4,225,677	\$ 731,289	\$ 4,956,966
Classified salaries	801,611	921,466	1,723,077
Employee benefits	1,343,697	397,450	1,741,147
Books and supplies	664,772	107,341	772,113
Services and other operating expenses	1,879,775	1,142,743	3,022,518
Depreciation	46,857	4,566	51,423
Interest	<u>94,389</u>	<u>20,415</u>	<u>114,804</u>
Total	<u>\$ 9,056,778</u>	<u>\$ 3,325,270</u>	<u>\$ 12,382,048</u>

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION**  
**YEAR ENDED JUNE 30, 2013**

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**ORGANIZATION**

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants. Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three charter schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386.

**GOVERNING BOARD**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Enoch Woodhouse	Chairman	September 2015
Tracy Stigler	Vice Chair	September 2014
Lori Mills	Secretary and 2 <sup>nd</sup> Vice Chair	September 2014
Dennis O'Reilly	Director	September 2014
George Fatheree, III	Director	September 2015
Soyla Fernandez	Director	September 2014
Rebecca Sibilila	Director	September 2014
Kevin Nagle	Director	September 2014
Jason Kamras	Director	September 2015
Adam Mendelsohn	Director	September 2015
John Taylor	Director	September 2015
Dr. Ron Tom	Director	September 2015
Noah Wepman	Director	September 2015
Gladys Mitchell	Parent Representative	September 2014
Jennifer Lopez	SCUSD Representative	September 2015
Chantay Crawford	Student Representative	September 2014

**ADMINISTRATION**

James Scheible  
Superintendent

Maureen Fitzgerald  
Chief Business Officer  
(Effective 7/1/13)

Aaron Thornsberry  
Chief Business Officer  
(Through 3/15/13)

**ST. HOPE PUBLIC SCHOOLS**  
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**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2013**

	<b><u>Second Period Report</u></b>	<b><u>Audit Finding Adjustment</u></b>	<b><u>Second Period Report Final</u></b>
<b><u>Classroom-based ADA:</u></b>			
Sacramento Charter High School:			
Grades 9 through 12	<u>820.08</u>	<u>          </u>	<u>820.08</u>
St. HOPE Public School #7:			
Kindergarten	45.46		45.46
Grades 1 through 3	154.01		154.01
Grades 4 through 6	201.02		201.02
Grades 7 and 8	<u>61.30</u>	<u>85.96*</u>	<u>147.26</u>
Total	<u>461.79</u>	<u>85.96</u> <sup>*</sup>	<u>547.75</u>
Oak Park Preparatory Academy:			
Grades 7 and 8	<u>61.58</u>	<u>(2.90)*</u>	<u>58.68</u>
Combined Totals (P-2):			
Kindergarten	45.46		45.46
Grades 1 through 3	154.01		154.01
Grades 4 through 6	201.02		201.02
Grades 7 and 8	122.88	83.06*	205.94
Grades 9 through 12	<u>820.08</u>	<u>          </u>	<u>820.08</u>
Total	<u>1,343.45</u>	<u>83.06*</u>	<u>1,426.51</u>

\*See Findings and Recommendation section, finding 2013-2.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2013**

<u>Classroom-based ADA:</u>	<u>Annual Report</u>	<u>Audit Finding Adjustment</u>	<u>Annual Report Final</u>
Sacramento Charter High School: Grades 9 through 12	<u>808.73</u>	<u>1.20*</u>	<u>809.93</u>
St. HOPE Public School #7:			
Kindergarten	45.08		45.08
Grades 1 through 3	152.61		152.61
Grades 4 through 6	198.90		198.90
Grades 7 and 8	<u>145.90</u>		<u>145.90</u>
Total	<u>542.49</u>		<u>542.49</u>
Oak Park Preparatory Academy:			
Grades 7 and 8	<u>45.56</u>	<u>11.69*</u>	<u>57.25</u>
Combined Totals (P-Annual):			
Kindergarten	45.08		45.08
Grades 1 through 3	152.61		152.61
Grades 4 through 6	198.90		198.90
Grades 7 and 8	191.46	11.69*	203.15
Grades 9 through 12	<u>808.73</u>	<u>1.20*</u>	<u>809.93</u>
Total	<u>1,396.78</u>	<u>12.89*</u>	<u>1,409.67</u>

\*See Findings and Recommendation section, finding 2013-2.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF INSTRUCTIONAL TIME**  
**YEAR ENDED JUNE 30, 2013**

---

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's charter schools with these requirements.

	<b>2012-2013 Minutes</b>		
	<b><u>Requirement</u></b>	<b><u>Minutes Offered</u></b>	<b><u>Status</u></b>
Sacramento Charter High School:			
Grades 9 through 12	62,949	65,450	In Compliance
St. HOPE Public School #7:			
Kindergarten	34,971	57,300	In Compliance
Grades 1 through 3	48,960	63,205	In Compliance
Grades 4 through 8	52,457	68,395	In Compliance
Oak Park Preparatory Academy:			
Grades 7 and 8	52,457	85,290	In Compliance

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2013**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA Number</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<b>U.S. Department of Agriculture:</b>			
Passed Through California Department of Education (CDE):			
Child Nutrition Cluster:			
Child Nutrition: National School Lunch *	10.555	13391	\$ 420,439
Child Nutrition: National School Lunch - Commodities *	10.555	N/A	14,249
Child Nutrition: School Breakfast Basic *	10.553	13525	<u>157,666</u>
Total U.S. Department of Agriculture			<u>592,354</u>
<b>U.S. Department of Education:</b>			
Passed Through California Department of Education (CDE):			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	348,005
Special Education: IDEA: Basic Local Assistance Entitlement, Part B, sec 611 (Formerly 94-142)	84.027	13379	189,824
NCLB: Title II, Part A, Teacher Quality	84.367	14341	10,602
NCLB: Title V, Part B, Public Charter Schools Grants	84.282A	14941	<u>246,696</u>
Total U.S. Department of Education			<u>795,127</u>
Total Expenditures of Federal Awards			<u>\$ 1,387,481</u>

\*Tested as a major program under OMB Circular A-133.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

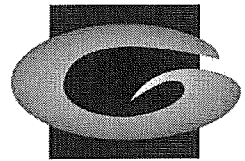
**NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2013**

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**1. BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards of St. HOPE Public Schools is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.





Gilbert Associates, Inc.  
CPAs and Advisors

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

**Independent Auditor's Report**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2013, and the related statements of activities and of cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 12, 2013.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and recommendations, we identified a deficiency in internal control that we consider to be a material weakness.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and recommendations to be material weaknesses; see findings 2013-1 and 2013-2.

#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, see finding 2013-2.

#### **The Organization's Response to Findings**

The Organization's responses to the findings identified in our audit are described in the accompanying schedule of findings and recommendations. The Organization's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

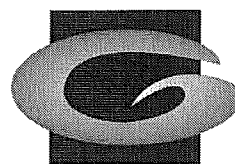
#### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**GILBERT ASSOCIATES, INC.  
Sacramento, California**

**December 12, 2013**



Gilbert Associates, Inc.  
CPAs and Advisors

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## **REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF CALIFORNIA K-12 LOCAL EDUCATION AGENCIES**

### **Independent Auditor's Report**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

#### **Report on State Compliance**

We have audited St. HOPE Public Schools (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2012-13* applicable to the Organization's programs identified in the below schedule for the school year ended June 30, 2013.

#### ***Management's Responsibility***

Compliance with the requirements referred to above is the responsibility of the Organization's management.

#### ***Auditor's Responsibility***

Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2012-13*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Education Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

Description	Procedures In Audit Guide	Procedures Performed
Class Size Reduction (including in charter schools):		
General Requirements	7	Yes
Option one classes	3	Yes
Option two classes	4	Not Applicable
Districts or Charter Schools with one School Serving K-3	4	Yes
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
Contemporaneous Records of Attendance, for charter schools	1	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom Based, for charter schools	4	Yes

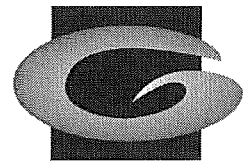
***Opinion on State Compliance***

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the school year ended June 30, 2013, except as indicated in the schedule of findings and recommendations as item 2013-2.

*Gilbert Associates, Inc.*

GILBERT ASSOCIATES, INC.  
Sacramento, California

December 12, 2013



Gilbert Associates, Inc.  
CPAs and Advisors

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## **REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

### **Independent Auditor's Report**

**Board of Directors  
St. HOPE Public Schools  
Sacramento, California**

#### **Report on Compliance for Each Major Federal Program**

We have audited St. HOPE Public Schools' (the Organization) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2013. The Organization's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and recommendations.

#### ***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

#### ***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

***Opinion on Each Major Federal Program***

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

**Report on Internal Control Over Compliance**

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Gilbert Associates, Inc.*

**GILBERT ASSOCIATES, INC.  
Sacramento, California**

**December 12, 2013**

## **FINDINGS AND RECOMMENDATIONS**

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2013**

---

**SUMMARY OF AUDIT RESULTS**

**Financial Statements**

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☒ Yes ☐ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted?

☐ Yes ☒ No

**State Awards**

Internal control over state programs:

- Material weakness(es) identified? ☒ Yes ☐ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for state programs: Modified

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?

☐ Yes ☒ No

Identification of major programs:

Name of Federal Program or Cluster

CFDA Number

Child Nutrition Cluster

10.553, 10.555

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 300,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No



**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2013**

---

**FINANCIAL STATEMENT FINDINGS**

**2013-1. ACCOUNT RECONCILIATIONS AND FINANCIAL CLOSE – CDDC #30000**

**Finding:**

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles (GAAP). This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements are generally an indication that internal controls over financial reporting are not functioning properly. There were significant post-closing adjustments required by management for unreconciled accounts after the start of the audit. In addition, there were errors identified during the audit which resulted in an approximate increase of \$217,000 in ending net assets.

**Criteria:**

Accrual based accounting in accordance with GAAP for not-for-profit organizations.

**Cause:**

Adjustments identified were caused by the transition in accounting personnel during the year and the Organization's need to re-evaluate the year-end closing process and procedures.

**Questioned Cost:**

No questioned costs. The errors identified were corrected by management.

**Recommendation:**

We recommend that the Organization re-define and evaluate the financial policies and procedures for monthly, quarterly, and year-end closing processes to ensure the financial records and financial statements prepared are maintained in accordance with GAAP. Procedures should be outlined and defined responsibilities of the Organization's management and accounting staff. The policies and procedures should also include timelines and expectations of management's review of the work performed by accounting staff to ensure errors are detected timely.

**ST. HOPE PUBLIC SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2013**

---

**Management's Response:**

Management concurs with this finding. Staff has been participating in training in both Non-Profit Accounting as well as California School Finance Management training. A new financial software package has been purchased to be implemented July 1, 2014. During the conversion additional training will be provided in both general ledger management as well as best practices and accounting according to GAAP. This conversion will also allow documentation of policies and procedures as well as operational policies and procedure Organization wide to be developed. Staff assignments will be modified to assure checks and balances are in place for accurate recording and reporting. A detailed General Ledger reconciliation schedule will be created to clarify staff tasks and responsibilities. The following schedule will be put in place immediately to address this finding:

Monthly	<ul style="list-style-type: none"><li>• Cash</li><li>• Revenue</li><li>• Asset Accounts</li> <li>• Attendance Accounting</li></ul>	General Ledger accounts will be reconciled to bank activity as well as appropriate coding to Revenue accounts  Attendance will be reported monthly and reviewed for accuracy.
Quarterly	<ul style="list-style-type: none"><li>• Liability Accounts</li> <li>• Expenditures</li></ul>	Liability accounts will be reviewed for accuracy quarterly with final reconciliation at year end.  Expenditures will be reviewed for budget alignment and coding accuracy quarterly
Annually	All General Ledger accounts will be reconciled and books closed by September 10 <sup>th</sup> subsequent to fiscal year end.	

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2013**

---

**STATE COMPLIANCE**

2013-2. ATTENDANCE REPORTING – CDDC #40000

**Finding:**

The Organization did not report the 7th and 8th grade resident ADA of 85.96 on St. HOPE Public School 7's (PS7), charter # 0491, P-2 report.

There were errors in the calculation of Oak Park Preparatory Academy's (OPPA), charter school # 1386, ADA on the P-annual report, which resulted in 11.69 of under reported ADA.

There were errors in the calculation of OPPA's ADA on the P-2 report, which resulted in 2.9 of over reported ADA.

There were errors in the calculation of Sacramento Charter High's (SCHS), charter school # 0596, ADA on the P-annual report, which resulted in 1.2 of under reported ADA.

**Criteria:**

California Education Code Section 46303.

**Cause:**

There was insufficient review of the attendance reports and underlying attendance summaries to identify errors in reporting.

**Questioned Cost:**

There are no questioned costs related to PS7's P-2 and OPPA's P-annual reports as the Organization corrected the reports and re-submitted them to the CDE, and adjustments for the increase in ADA at PS7 were reflected in the financial statements.

OPPA's P-2 report overstated ADA by 2.9 causing an overstatement of charter schools general purpose entitlement, transfers to charter schools in lieu of property taxes, and categorical block grant funding totaling \$16,692. Management plans to revise and resubmit the P-2.

SCHS's P-annual report understated ADA by 1.2 causing an understatement of lottery funding totaling \$182. Management plans to revise and resubmit the P-annual.

**Recommendation:**

We recommend that the Organization have personnel knowledgeable of P-2 and P-annual reporting review the attendance reports and supporting data prior to submission to the CDE.

**ST. HOPE PUBLIC SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS**  
**YEAR ENDED JUNE 30, 2013**

---

**Management's Response:**

Management concurs with this finding. With new staff responsible for site attendance as well and changes in the Business Office, training will be provided to all relevant staff to assure accuracy with proper reviews by management. All reporting periods, P1, P2, and P-Annual will be completed and reviewed before submission.

**FEDERAL COMPLIANCE**

There were no federal compliance findings for the year ended June 30, 2013.

**STATUS OF PRIOR YEAR FINDINGS**

There were no findings reported for the year ended June 30, 2012.



Administrative Offices  
301 E 4th Street  
Cincinnati OH 45202-4201  
513 369 5000 ph

IL 70 01 (Ed. 10 07)

Policy No. PAC 0-99-17-58 - 00  
Renewal Of -

**BUSINESSPRO® POLICY COMMON DECLARATIONS**

**NAMED INSURED** ST. HOPE PUBLIC SCHOOLS  
SACRAMENTO HIGH SCHOOL  
**AND ADDRESS:** 2315 34TH STREET  
SACRAMENTO, CA 95817

IN RETURN FOR PAYMENT OF THE  
PREMIUM, AND SUBJECT TO ALL  
TERMS OF THIS POLICY, WE AGREE  
WITH YOU TO PROVIDE THE INSURANCE  
AS STATED IN THIS POLICY.

**AGENT'S NAME AND ADDRESS:**  
BRAUN SHIELD INSURANCE SVCS.  
3943 IRVINE BLVD 106  
IRVINE CA 92602

Insurance is afforded by the Company named below, a Capital Stock Corporation:  
GREAT AMERICAN INSURANCE COMPANY

**POLICY PERIOD:** From 07/01/14 To 07/01/15  
12:01 A.M. Standard Time at the address of the Named Insured

This policy consists of the following Coverage Parts for which a premium is indicated. This premium may be subject to adjustment.

	Premium
Commercial Property	\$ 5,202.00
Commercial General Liability	\$ 28,644.00
Commercial Crime and Fidelity	\$ 2,118.00
Commercial Inland Marine	\$ 4,687.00
Commercial Equipment Breakdown	\$ 457.00
Commercial Auto	\$
Commercial Umbrella	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
7/15/14 JXR	\$
<b>TOTAL</b>	<b>\$ 41,108.00</b>

**FORMS AND ENDORSEMENTS** applicable  
to all Coverage Parts and made part  
of this Policy at time of issue are  
listed on the attached Forms and  
Endorsements Schedule  
IL 88 01 (11/85).

**POLICY ALTERNATE MAILING ADDRESS:**



Administrative Offices  
301 E 4th Street  
Cincinnati OH 45202-4201  
513 369 5000 ph

IL 70 01 (Ed. 10 07)

Policy No. CAP 099-17-59 - 00  
Renewal Of -

### BUSINESSPRO® POLICY COMMON DECLARATIONS

**NAMED INSURED** ST. HOPE PUBLIC SCHOOLS  
SACRAMENTO HIGH SCHOOL  
**AND ADDRESS:** 2315 34TH STREET  
SACRAMENTO, CA 95817

**IN RETURN FOR PAYMENT OF THE  
PREMIUM, AND SUBJECT TO ALL  
TERMS OF THIS POLICY, WE AGREE  
WITH YOU TO PROVIDE THE INSURANCE  
AS STATED IN THIS POLICY.**

**AGENT'S NAME AND ADDRESS:**  
BRAUN SHIELD INSURANCE SVCS.

3943 IRVINE BLVD # 106  
IRVINE, CA 92602 2400

Insurance is afforded by the Company named below, a Capital Stock Corporation:  
GREAT AMERICAN INSURANCE COMPANY

**POLICY PERIOD:** From 07/01/2014 To 07/01/2015  
12:01 A.M. Standard Time at the address of the Named Insured

This policy consists of the following Coverage Parts for which a premium is indicated. This premium may be subject to adjustment.

	Premium
Commercial Property	
Commercial General Liability	
Commercial Crime and Fidelity	
Commercial Inland Marine	
Commercial Equipment Breakdown	
Commercial Auto	\$4,953.00
Commercial Umbrella	
CA Fraud Division Annual Surcharge	5.40

**TOTAL** \$4,958.40

**FORMS AND ENDORSEMENTS** applicable to all Coverage Parts and made part of this Policy at time of issue are listed on the attached Forms and Endorsement Schedule, IL 88 01 (11/85).

**INSURANCE COMPANY OF THE WEST**

PO Box 85563  
San Diego, CA 92186-5563

**Standard Workers' Compensation  
and Employers' Liability Policy****- Information Page - New Policy**

Policy Number: WLIV 5027046 00  
Policy Period: 07/01/14 to 07/01/15  
Previous coverage:  
Carrier Id: 19593

Name and Address of Insured  
1. ST HOPE PUBLIC SCHOOLS  
2315 34TH ST  
SACRAMENTO CA 95817

Name and Address of Agent  
RIC INS GENERAL AGENCY, INC.  
P.O. BOX 12279  
SANTA ROSA CA 95406

FEIN: 01-0582508

Risk ID Number:

Agent No: 0005411

Locations: All usual work places of the insured at or from which operations covered by this policy are conducted at the above address unless otherwise stated herein: See Attached Schedule.

( ) Individual ( ) Partnership ( ) Corporation or **NON-PROFIT**

2. The policy period is from **07-01-2014** to **07-01-2015** 12:01 AM Standard Time at the Insured's mailing address.

3. A. Workers' Compensation Insurance: Part One of the policy applies to the Workers' Compensation law of the states listed here:  
**CA**

B. Employers' Liability Insurance: Part Two of the policy applies to work in each state listed in Item 3A. The limits of our liability under Part Two are:

Bodily Injury by Accident	\$	1,000,000	Each Accident
Bodily Injury by Disease	\$	1,000,000	Each Employee
Bodily Injury by Disease	\$	1,000,000	Policy Limit

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:  
**NONE**

D. See attached schedule for list of endorsements forming part of this policy.

4. The premium for this policy will be determined by our manuals of rules, classifications, rates, and rating plans. All information is subject to verification and change by Audit.

**Adjustment of premium shall be made upon policy expiration.**

See Attached Schedule

Minimum Premium: \$ 500

Expense Constant:

Total Estimated Annual Premium: \$ 153,302

Total Deposit Premium: \$ 22,200

Policy Issuing Office: **Las Vegas, NV**

Copyright 1987 National Council on Compensation Insurance

Countersigned by:



WC 00 00 01A

Page 1

(Ed. 9-06)

Issue Date: 07-02-14

INSURED

**INSURANCE COMPANY OF THE WEST**

PO Box 85563  
San Diego, CA 92186-5563

**Standard Workers' Compensation  
and Employers' Liability Policy**

Named Insured: ST HOPE PUBLIC SCHOOLS  
Agent Name: RIC INS GENERAL AGENCY, INC.

Policy Number: WLW 5027046 00

Policy Period: 07-01-2014 To 07-01-2015

Agent No: 0005411

Schedule: Page 1

**NAMED INSURED AND LOCATION SCHEDULE**

001	ST HOPE PUBLIC SCHOOLS 2315 34TH ST SACRAMENTO CA 95817	FEIN: 01-0582508 SIC Code: 8211 # EMP : 89
002	ST HOPE PUBLIC SCHOOLS 5201 STRAWBERRY LANE SACRAMENTO CA 95817	FEIN: 01-0582508 SIC Code: 8211 # EMP : 21
003	ST HOPE PUBLIC SCHOOLS 4104 MARTIN LUTHER KING BLVD SACRAMENTO CA 95820	FEIN: 01-0582508 SIC Code: 8211 # EMP : 12
004	ST HOPE PUBLIC SCHOOLS 3734 BROADWAY SACRAMENTO CA 95817	FEIN: 01-0582508 SIC Code: 8211 # EMP : 12



darwin

## Educators Errors and Omissions and Employment Practices Liability Insurance Policy Declarations

☐ Darwin National Assurance Company

Policy Number: 0202-5061

☒ Darwin Select Insurance Company

SUBJECT TO ITS TERMS, THIS POLICY PROVIDES COVERAGE FOR CLAIMS FIRST MADE DURING THE POLICY PERIOD OR EXTENDED REPORTING PERIOD, IF APPLICABLE. DEFENSE EXPENSES ARE GENERALLY PAID IN ADDITION TO THE LIMITS OF LIABILITY; EXCEPT THAT FOR SPECIFIC CLAIMS UNDER INSURING AGREEMENT I.A.(2), THE APPLICABLE LIMITS OF LIABILITY AVAILABLE TO PAY DAMAGES OR SETTLEMENTS WILL BE REDUCED AND MAY BE EXHAUSTED BY THE PAYMENT OF DEFENSE EXPENSES. PLEASE READ AND REVIEW THE POLICY CAREFULLY.

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**Item 1. Name and Mailing Address of Named Insured:**

St. Hope Public Schools  
3734 Broadway  
Sacramento, CA 95817

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**Item 2. Policy Period:**

(a) Inception Date: 07/01/2014

(b) Expiration Date: 07/01/2015

At 12:01AM Standard Time at the Mailing Address Shown Above

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**Item 3. Limits of Liability:**

(a) Educators Errors and Omissions Liability

\$2,000,000 Insurer's maximum Limit of Liability for all Loss from each Claim under INSURING AGREEMENT I.A.(1); or for Loss and Defense Expenses from each Claim under INSURING AGREEMENT I.A.(2).

(b) Employment Practices Liability

\$2,000,000 Insurer's maximum Limit of Liability for all Loss from each Claim under INSURING AGREEMENT I.B.

(c) Policy Aggregate

\$2,000,000 Insurer's maximum aggregate Limit of Liability for all Loss from all Claims under INSURING AGREEMENT I.A.(1) and INSURING AGREEMENT I.B., and for all Loss and Defense Expenses from all Claims under INSURING AGREEMENT I.A.(2).

(d) Supplementary Payments

\$50,000 Insurer's maximum Limit of Liability for all Defense Expenses from each Claim under INSURING AGREEMENT I.C.(1).

(e) Supplementary Payments Aggregate

\$100,000 Insurer's maximum Limit of Liability for all Defense Expenses from all Claims under INSURING AGREEMENT I.C.(1).

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**Item 4. Retentions:**

- (a) \$10,000 each and every Claim under INSURING AGREEMENT I.A.
- (b) \$30,000 each and every Claim under INSURING AGREEMENT I.B.
- (c) \$10,000 each and every Claim under INSURING AGREEMENT I.C.(1)

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**Item 5. Notices Required to be Given to the Insurer Must Be Addressed to:**

Darwin Professional Underwriters, Inc.  
1690 New Britain Avenue, Suite 101  
Farmington, CT 06032

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**Item 6. Premium:** \$15,700.00

	POLICY FEE: \$245.00
	WHOLESALE BROKER FEE: \$250.00
	STATE TAX: \$471.00
	STAMP FEE: \$31.40
Total Policy Premium:	\$15,700.00

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**Item 7. Retroactive Date:** None - Full Prior Acts

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**Item 8. Endorsements Attached at Issuance:**

See Schedule of Forms and Endorsements

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THESE DECLARATIONS, THE POLICY FORM, ANY ENDORSEMENTS AND THE APPLICATION CONSTITUTE THE ENTIRE AGREEMENT BETWEEN THE INSURER AND THE INSURED RELATING TO THIS INSURANCE.

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**In Witness Whereof, the Insurer has caused this Policy to be executed by its authorized officers.**

---

  
Authorized Representative

07/02/2014  
Date



## QBE INSURANCE CORPORATION

*Administrative Office*

Wall Street Plaza, 88 Pine Street, 16<sup>th</sup> Floor  
New York, NY 10005

**POLICYHOLDER:** St. Hope Public Schools; Sacramento Charter High School; Public School 7; Oak Park Preparatory; Triumph Center for Early Childhood Development

**GROUP POLICY NUMBER:** NHH000606

**POLICY EFFECTIVE DATE:** July 1, 2014

**POLICY ISSUE DATE:** July 2, 2014

**POLICY TERM** July 1, 2014 to July 1, 2015

**STATE OF ISSUE:** California

QBE Insurance Corporation, herein called the Company or We, Us or Our, in consideration of the Application for this Policy and the timely payment of Premiums, agrees, subject to the terms and conditions of the Policy, to insure the Policyholder's eligible member.

This Policy describes the terms and conditions of insurance. It goes into effect, subject to its applicable terms and conditions, at 12:01 AM on the Policy Effective Date shown above, at the Policyholder's address. It will remain in effect for the duration of the Policy Term shown above if premium is paid according to agreed terms.

This Policy terminates at 12:01 AM on the last day of the Policy Term unless the Policyholder and We have agreed to continue this Policy for an additional Policy Term. The laws of the State of Issue shown above govern this Policy.

We and the Policyholder agree to all of the terms of this Policy.

IN WITNESS WHEREOF QBE Insurance Corporation has caused this Policy to be executed on its Issue Date, to take effect on the Effective Date.

David B. Duclos  
President

Jose Ramon Gonzalez  
Secretary

• BLANKET ACCIDENT POLICY •  
• NON-PARTICIPATING •

**THIS POLICY PAYS BENEFITS FOR SPECIFIC LOSSES FROM ACCIDENTS ONLY. IT  
DOES NOT PAY BENEFITS FOR SICKNESS**



## ELEMENT 10: SUSPENSIONS AND EXPULSIONS

### **Contents**

- 10.1 SHPS Suspension and Expulsion Policy, Current
- 10.2 Sample Expulsion Letter
- 10.3 CALPADS Suspension and Expulsion Data 1
- 10.4 CALPADS Suspension and Expulsion Data 2



## **Suspension and Expulsion Policy and Procedure**

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

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

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

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

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

due process to such students.

### **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 anytime 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 Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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 Superintendent 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 Superintendent 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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 Superintendent 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 Superintendent or designee's concurrence.

If it is determined by the 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.

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 Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

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

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

### 2. Notice to Parents/Guardians

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

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

#### **D. Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. 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 Superintendent or designee determines that the Pupil has committed an expellable offense.

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

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel 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 person 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 person 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom

during that testimony.

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

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

## **G. Record of Hearing**

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

## **H. Presentation of Evidence**

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

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

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

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

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

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

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

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

#### **J. Disciplinary Records**

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

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

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

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

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

#### **M. Rehabilitation Plans**

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

#### **N. Readmission**



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

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

### **1. Notification of SELPA**

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

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

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

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

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

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

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

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

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

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

#### 4. Due Process Appeals

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

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

#### 5. Special Circumstances

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

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

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
  - b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- or

- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

The Charter School shall not be deemed to have knowledge 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.

Adopted:

Amended:



XXXX, 2014

Superintendent  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

Re: **Expulsion of** \_\_\_\_\_; **7<sup>th</sup> Grade Student at Oak Park Prep;**  
**Case No:** \_\_\_\_\_  
**Guardian:** \_\_\_\_\_

Dear Superintendent:

This letter is to notify you that on \_\_\_\_\_, 2014, the Executive Committee of the St. HOPE Public Schools' ("SHPS") Board of Directors voted to expel the above referenced student. Specifically, the student was found by SHPS' Discipline Administrative Panel to have committed the following expellable offense: \_\_\_\_\_  
\_\_\_\_\_;

If you have any questions or need additional information, please do not hesitate to contact me at (916) 905-0947.

Sincerely,

Enoch Woodhouse  
Superintendent

Cc: Michelle Johnson, Chairman

7.3 - Disciplinary Actions - Count

Academic Year:	2013-2014	LEA:	Oak Park Preparatory Academy	User ID:	nmichalik1
View:	SNAPSHOT	School Type:	ALL	Created Date:	7/2/2014
As Of:	EOY3	School:	ALL		

						Disciplinary Action Taken			
School Code	School Name	Gender	Ethnicity/Race	# of Students That Committed an Offense (unduplicated)	# of Offenses Committed	# of Suspensions (100)	# of Expulsions (200)	# of In school Suspensions (110)	# of No Suspensions or Expulsions (300)
	<a href="#">All Selected Schools</a>	Total		32	58	44	0	0	0
		F	Total	8	13	9	0	0	0
			Hispanic	2	2	2	0	0	0
			Black/African Am	6	11	7	0	0	0
		M	Total	24	45	35	0	0	0
			White	1	1	1	0	0	0
			Black/African Am	17	35	28	0	0	0
			Hispanic	2	3	2	0	0	0
			Multiple	3	5	3	0	0	0
			Nat Hwiin/Othr Pac Islndr	1	1	1	0	0	0
0125591	<a href="#">Oak Park Preparatory Academy</a>	Total		32	58	44	0	0	0
		F	Total	8	13	9	0	0	0
			Hispanic	2	2	2	0	0	0
			Black/African Am	6	11	7	0	0	0
		M	Total	24	45	35	0	0	0
			White	1	1	1	0	0	0
			Black/African Am	17	35	28	0	0	0

This report is confidential and use is restricted to authorized individuals.

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The data that appears on this report is filtered by the user selections that appear on the last page of this report.

			Hispanic	2	3	2	0	0	0
			Multiple	3	5	3	0	0	0
			Nat Hwiin/Othr Pac Islndr	1	1	1	0	0	0

Grade:	ALL	Ethnicity/Race:	ALL	Gender:	ALL	Enrollment Status:	ALL
Offense Code:	ALL						

This report is confidential and use is restricted to authorized individuals.

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The data that appears on this report is filtered by the user selections that appear on the last page of this report.

## 7.1 - Discipline Incidents - Count by Most Severe Offense

<b>Academic Year:</b> 2013-2014	<b>LEA:</b> Oak Park Preparatory Academy	<b>User ID:</b> nmichalik1
<b>View:</b> SNAPSHOT	<b>School Type:</b> ALL	<b>Created Date:</b> 7/2/2014
<b>As Of:</b> EOY3	<b>School:</b> ALL	

School Code	School Name	Most Severe Offense	Incident Count
0125591	<a href="#">Oak Park Preparatory Academy</a>		
		101-Possession Sale Furnishing a Firearm or Knife	3
		501-Caused Attempted or Threatened Physical Injury	23
		504-Used Force or Violence	3
		510-Obscene Acts, Profanity, and Vulgarity	2
		511-Disruption, Defiance	9
		512-Property Damage	2
		601-Property Theft	2
		<b>TOTAL</b>	<b>44</b>

<b>Total - Selected schools</b>			
		101-Possession Sale Furnishing a Firearm or Knife	3
		501-Caused Attempted or Threatened Physical Injury	23
		504-Used Force or Violence	3
		510-Obscene Acts, Profanity, and Vulgarity	2
		511-Disruption, Defiance	9
		512-Property Damage	2
		601-Property Theft	2
		<b>TOTAL</b>	<b>44</b>

*This report is confidential and use is restricted to authorized individuals.*

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The data that appears on this report is filtered by the user selections that appear on the last page of this report.

<b>Grade:</b>	ALL	<b>Ethnicity/Race:</b>	ALL	<b>Gender:</b>	ALL	<b>Enrollment Status:</b>	ALL
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*This report is confidential and use is restricted to authorized individuals.*

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**The data that appears on this report is filtered by the user selections that appear on the last page of this report.**





## ELEMENT 11: RETIREMENT PROGRAMS

### **Contents**

#### 11.1 ST. HOPE 401(k) Retirement Plan

## ST. HOPE 401(k) Retirement Plan

This document contains important information concerning our retirement plan. The first section provides you with information about the plan in general, including any expenses you might incur through participation in the plan or through taking advantage of different plan features. The second section provides information about the plan's investment alternatives, including any fees or expenses associated with those investments.

If you have questions concerning any of this information, contact Aaron Thornsberry at 916-649-7900.

### Plan Information

You give investment directions for your Plan account, selecting from investment choices provided under the Plan, as determined by ST. HOPE Public Schools, Inc.

You may change your investment choices daily.

### Other Plan-related Expenses

Retirement plans have different types of expenses.

**Administration expenses** – These are charges for services such as legal, accounting and recordkeeping expenses.

In our Plan, these expenses are paid partly by the Plan sponsor and partly by participants. A participant's share of these expenses is allocated on a pro rata basis. Your share of these expenses is based on the value of your account balance over the total assets in the Plan.

**Individual expenses** – These are expenses you may incur if you take advantage of certain Plan features.

*Loans* – A \$250 processing fee for each new loan will be charged to your account.

*Qualified Domestic Relations Order (QDRO)* – The following QDRO-related expenses will be charged to your account:

- A \$225 processing fee for each domestic relations order

*Distributions* – The following distribution-related expenses will be charged to your account:

- A \$75 processing fee for each type of distribution requested
- A \$75 charge for each in-service withdrawal requested
- A \$175 charge for each hardship withdrawal requested
- A \$75 charge for each required minimum distribution requested

*Advisor Fees* – The Investment Advisor fees are already included in the Administration expenses listed above.

*Other Expenses* – You may incur certain charges for special requests:

- Check reissuance: \$40
- Additional overnight charge: \$20
- Wire transfer fee: \$20
- If terminated, an Account Holder Fee will be assessed for annual maintenance of your account: \$70

## Investment Options – 06/30/2012

## Document Summary

## Part I. Performance Information

Table 1 – Variable Return Investments								
Name	Average Annual Total Return as of 06/30/2012				Benchmarks			
	1 yr.	5 yr.	10 yr.	Since Inception	1 yr.	5 yr.	10 yr.	Since Inception
<b>STOCK</b>								
Fidelity Spartan Ext. Market Index Fund (Inv)	-2.13%	1.75%	8.58%	6.03%	-1.91%	0.91%	8.24%	N/A
					Morningstar Mid Cap Index			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=FSEMX">www.dolfeedisclosure.com?c=verisight&amp;f=FSEMX</a>								
Fidelity Value Fund	-3.63%	-2.64%	6.32%	11.87%	-2.65%	-1.01%	7.26%	N/A
					Morningstar Mid Cap Value Index			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=FDVLX">www.dolfeedisclosure.com?c=verisight&amp;f=FDVLX</a>								
Janus Overseas Fund (T)	-27.76%	-5.59%	8.79%	9.54%	-13.53%	-4.91%	6.52%	N/A
					Morningstar Developed ex US Index			
					-13.53%	-4.91%	6.52%	N/A
					Morningstar Developed ex US Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=JAOSX">www.dolfeedisclosure.com?c=verisight&amp;f=JAOSX</a>								
T. Rowe Price Emerging Markets Stock Fund	-15.58%	-2.27%	13.16%	8.36%	-17.78%	0.64%	14.89%	N/A
					Morningstar Emerging Markets Index			
					-13.53%	-4.91%	6.52%	N/A
					Morningstar Developed ex US Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=PRMSX">www.dolfeedisclosure.com?c=verisight&amp;f=PRMSX</a>								
T. Rowe Price Real Estate Fund	11.64%	2.18%	10.95%	10.19%	11.66%	1.89%	9.61%	N/A
					Morningstar Real Estate Category Average			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=TRREX">www.dolfeedisclosure.com?c=verisight&amp;f=TRREX</a>								
Vanguard 500 Index Fund (Inv)	5.29%	0.14%	5.23%	10.49%	6.56%	0.34%	5.18%	N/A
					Morningstar Large Cap Index			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VFINX">www.dolfeedisclosure.com?c=verisight&amp;f=VFINX</a>								

Table 1 – Variable Return Investments								
Name	Average Annual Total Return as of 06/30/2012				Benchmarks			
	1 yr.	5 yr.	10 yr.	Since Inception	1 yr.	5 yr.	10 yr.	Since Inception
Vanguard Morgan Growth Fund (Inv)	0.57%	0.78%	6.27%	9.82%	9.82%	2.49%	4.72%	N/A
					Morningstar Large Cap Growth Index			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VMRGX">www.dolfeedisclosure.com?c=verisight&amp;f=VMRGX</a>								
Vanguard Small-Cap Index Fund (Inv)	-1.51%	1.75%	7.98%	10.35%	-1.82%	1.95%	8.47%	N/A
					Morningstar Small Cap Index			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=NAESX">www.dolfeedisclosure.com?c=verisight&amp;f=NAESX</a>								
Vanguard Windsor II Fund (Inv)	4.84%	-1.42%	5.68%	10.34%	1.58%	-3.60%	4.17%	N/A
					Morningstar Large Cap Value Index			
					4.25%	0.64%	6.08%	N/A
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VWNFX">www.dolfeedisclosure.com?c=verisight&amp;f=VWNFX</a>								
<b>BOND</b>								
American Funds American High Inc. Trust (R5)	3.58%	5.87%	9.33%	8.24%	7.30%	7.73%	9.76%	N/A
					Credit Suisse High Yield Bond Index			
					7.88%	7.11%	5.82%	N/A
					Morningstar Core Bond Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=RITFX">www.dolfeedisclosure.com?c=verisight&amp;f=RITFX</a>								
American Funds US Govt. Securities Fund (R6)	7.57%	6.34%	4.80%	5.56%	7.58%	7.83%	5.91%	N/A
					Morningstar Intermediate US Government Bond Index			
					7.88%	7.11%	5.82%	N/A
					Morningstar Core Bond Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=RGVGX">www.dolfeedisclosure.com?c=verisight&amp;f=RGVGX</a>								
<b>Note on Performance</b> : Performance for this investment for the period prior to 05/01/2009 is based on a different share class for the investment.								
Dodge & Cox Income Fund	5.93%	6.99%	5.93%	7.61%	7.38%	7.38%	5.96%	N/A
					Morningstar Intermediate US Government/Corporate Bond Index			
					7.88%	7.11%	5.82%	N/A
					Morningstar Core Bond Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=DODIX">www.dolfeedisclosure.com?c=verisight&amp;f=DODIX</a>								
<b>BLENDED</b>								
Vanguard Target Retirement 2015 Fund (Inv)	2.71%	2.50%	N/A	5.56%	3.57%	3.71%	7.89%	7.52%
					Morningstar Lifetime Moderate 2015 Index			
					4.25%	0.64%	6.08%	5.83%
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VTXVX">www.dolfeedisclosure.com?c=verisight&amp;f=VTXVX</a>								
Vanguard Target Retirement 2025 Fund (Inv)	1.00%	1.17%	N/A	5.36%	1.01%	1.92%	7.94%	7.57%
					Morningstar Lifetime Moderate 2025 Index			
					4.25%	0.64%	6.08%	5.83%
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VTTVX">www.dolfeedisclosure.com?c=verisight&amp;f=VTTVX</a>								
Vanguard Target Retirement 2035 Fund (Inv)	-0.68%	0.14%	N/A	5.49%	-1.61%	0.75%	7.79%	7.37%
					Morningstar Lifetime Moderate 2035 Index			
					4.25%	0.64%	6.08%	5.83%
					Morningstar US Market Index			
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VTTHX">www.dolfeedisclosure.com?c=verisight&amp;f=VTTHX</a>								

Table 1 – Variable Return Investments								
Name	Average Annual Total Return as of 06/30/2012				Benchmarks			
	1 yr.	5 yr.	10 yr.	Since Inception	1 yr.	5 yr.	10 yr.	Since Inception
Vanguard Target Retirement 2045 Fund (Inv)	-0.83%	0.14%	N/A	5.85%	-2.60%	0.50%	7.87%	7.44%
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VTIVX">www.dolfeedisclosure.com?c=verisight&amp;f=VTIVX</a>					Morningstar Lifetime Moderate 2045 Index 4.25% 0.64% 6.08% 5.83% Morningstar US Market Index			
Vanguard Wellington Fund (Inv)	5.23%	3.53%	6.99%	8.11%	1.30%	2.94%	6.87%	N/A
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VWELX">www.dolfeedisclosure.com?c=verisight&amp;f=VWELX</a>					Morningstar Moderate Target Risk Index 4.25% 0.64% 6.08% N/A Morningstar US Market Index			
CASH/STABLE VALUE								
Vanguard Prime Money Market Fund (Inv)	0.03%	1.18%	1.90%	5.74%	0.03%	0.76%	1.69%	N/A
Additional information may be found at: <a href="http://www.dolfeedisclosure.com?c=verisight&amp;f=VMMXX">www.dolfeedisclosure.com?c=verisight&amp;f=VMMXX</a>					Morningstar Cash Index 0.03% 0.76% 1.69% N/A Morningstar Cash Index			

## Part II. Fee and Expense Information

**Table 2** shows fee and expense information for the investment options listed in Table 1. Table 2 shows the Total Annual Operating Expenses of the options in Table 1. Total Annual Operating Expenses are expenses that reduce the rate of return of the investment option. Table 2 may also show Shareholder-type Fees. These fees are in addition to Total Annual Operating Expenses.

<b>Table 2 – Fees and Expenses</b>		
Name / Type of Option	Total Annual Gross Operating Expense As a Per % \$1000	Shareholder-Type Fees
<b>STOCK</b>		
Fidelity Spartan Ext. Market Index Fund (Inv)	0.10% \$1.00	Redemption fee: 0.75% (for sales within 90 day(s) of purchase)
Fidelity Value Fund	0.60% \$6.00	Redemption fee: 0%
Janus Overseas Fund (T)	0.94% \$9.40	Redemption fee: 2.00% (for sales within 90 day(s) of purchase)
T. Rowe Price Emerging Markets Stock Fund	1.26% \$12.60	Redemption fee: 2.00% (for sales within 90 day(s) of purchase)
T. Rowe Price Real Estate Fund	0.78% \$7.80	Redemption fee: 1.00% (for sales within 90 day(s) of purchase)
Vanguard 500 Index Fund (Inv)	0.17% \$1.70	Redemption fee: 0%
Vanguard Morgan Growth Fund (Inv)	0.42% \$4.20	Redemption fee: 0%
Vanguard Small-Cap Index Fund (Inv)	0.30% \$3.00	Redemption fee: 0%
Vanguard Windsor II Fund (Inv)	0.35% \$3.50	Redemption fee: 0%
<b>BOND</b>		

<b>Table 2 – Fees and Expenses</b>		
Name / Type of Option	Total Annual Gross Operating Expense As a % Per \$1000	Shareholder-Type Fees
American Funds American High Inc. Trust (R5)	0.42% \$4.20	Redemption fee: 0%
American Funds US Govt. Securities Fund (R6)	0.29% \$2.90	Redemption fee: 0%
Dodge & Cox Income Fund	0.43% \$4.30	Redemption fee: 0%
<b>BLENDED</b>		
Vanguard Target Retirement 2015 Fund (Inv)	0.17% \$1.70	Redemption fee: 0%
Vanguard Target Retirement 2025 Fund (Inv)	0.18% \$1.80	Redemption fee: 0%
Vanguard Target Retirement 2035 Fund (Inv)	0.19% \$1.90	Redemption fee: 0%
Vanguard Target Retirement 2045 Fund (Inv)	0.19% \$1.90	Redemption fee: 0%
Vanguard Wellington Fund (Inv)	0.27% \$2.70	Redemption fee: 0%
<b>CASH/STABLE VALUE</b>		
Vanguard Prime Money Market Fund (Inv)	0.20% \$2.00	Redemption fee: 0%

The cumulative effect of fees and expenses can substantially reduce the growth of your retirement savings. Visit the Department of Labor's Web site for an example showing the long-term effect of fees and expenses at [http://www.dol.gov/ebsa/publications/401k\\_employee.html](http://www.dol.gov/ebsa/publications/401k_employee.html). Fees and expenses are only one of many factors to consider when you decide to invest in an option. You may also want to think about whether an investment in a particular option, along with your other investments, will help you achieve your financial goals.

**Please visit <http://www.investmentterms.com/> for a glossary of investment terms relevant to the investment options under this plan. This glossary is intended to help you better understand your options.**



## ELEMENT 12: ATTENDANCE ALTERNATIVES

### **Contents**

- 12.1 OPPA Student Dis-Enrollment Form, Current Version
- 12.2 Cumulative Record Form, Current Version

**Student Exit Interview**

Student name \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian name \_\_\_\_\_

Today's date \_\_\_\_\_ Date of disenrollment \_\_\_\_\_

School (circle one):    Sac High    PS7 Middle    PS7 Elementary    Oak Park Prep

Is your student (check if applicable):

- ☐ Special Education (has an IEP)
- ☐ 504

Reason for leaving (please indicate your primary reason with a "1" - check all others that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Poor grades  | <input type="checkbox"/> Will not graduate on time                                 |
| <input type="checkbox"/> Behavior   | <input type="checkbox"/> Lack of home/school communication                         |
| <input type="checkbox"/> Issue with teacher   | <input type="checkbox"/> Medical or mental health concerns                         |
| <input type="checkbox"/> Issue with staff member/Administrator                            | <input type="checkbox"/> IEP not being following (special education students only) |
| <input type="checkbox"/> Teacher/staff member advised transfer out*                       | <input type="checkbox"/> Personal  |
| <input type="checkbox"/> Transportation ( Not due to relocation)                          | <input type="checkbox"/> Program did not meet expectations                         |
| <input type="checkbox"/> Moved - Please select one:                                       | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Out of state   |  |
| <input type="checkbox"/> Out of Sacramento Region   |  |
| <input type="checkbox"/> Within Sacramento Region but move creates a transportation issue |  |

\*What was the reason given when advised to transfer out? \_\_\_\_\_

Comments \_\_\_\_\_

Are there areas within the school that you think can be improved? \_\_\_\_\_

Where will your student be enrolling?

- ☐ Traditional public school (non-charter)
- ☐ Charter school
- ☐ Private school
- ☐ Student is not enrolling

Name of future school \_\_\_\_\_



2315 34<sup>th</sup> St.  
Sacramento, Ca. 95817  
Phone/Fax: (916) 649-7880  
ayoung@sthopepublicschools.org

**FAX**



To: MALINDA KENNEDY From: Angelica Young, Oak Park Prep  
Fax: \_\_\_\_\_ Pages: \_\_\_\_\_

Phone: \_\_\_\_\_ Date: 10/6/14

Re: \_\_\_\_\_ cc: \_\_\_\_\_  
Cumulative Folder Request

**Comments:**

Good Morning!

The following students from your school have enrolled into Oak Park Preparatory Academy for the 2014-2015 school year.

- Name: MALAKA Ricks  
o D.O.B. 8/21/02 2013-2014 Grade Level: 6
- Name: \_\_\_\_\_  
o D.O.B. \_\_\_\_\_ 2013-2014 Grade Level: \_\_\_\_\_
- Name: \_\_\_\_\_  
o D.O.B. \_\_\_\_\_ 2013-2014 Grade Level: \_\_\_\_\_
- Name: \_\_\_\_\_  
o D.O.B. \_\_\_\_\_ 2013-2014 Grade Level: \_\_\_\_\_
- Name: \_\_\_\_\_  
o D.O.B. \_\_\_\_\_ 2013-2014 Grade Level: \_\_\_\_\_

*Please send cumulative files to Oak Park Prep at:*

Oak Park Prep Academy  
2315 34<sup>th</sup> Street  
Sacramento, Ca 95817  
ATTN: Angelica Young

Please call (916) 649-7880 with any questions.

Thank you,  
Angelica Young, Office Manager, Oak Park Prep



## ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

### **Contents**

- 13.1 Sample SHPS Offer Letter, Staff
- 13.2 Sample SHPS Offer Letter, Teacher



December 9, 2014

Dear <<FIRST AND LAST>>:

We are pleased to offer you the position of <<POSITION>> at St. HOPE Public Schools ("SHPS"). Your first day of work will be <<START DATE>>. We are confident that you will be a critical part of our work and a valued member of the SHPS team and family.

The <<POSITION>> position is a Full-Time / Exempt position reporting to the Principal at Oak Park Preparatory Academy working on the attached year-round calendar.

Your annualized salary will be <<SALARY>> (pro-rated to your start date) to be paid semi-monthly, payable in accordance with St. HOPE's standard payroll practices and policies and subject to all applicable taxes and deductions.

To accept this position please sign and return this offer letter after your careful review of the information below by <<DUE DATE>>.

**1. Required Screenings and Documentation**

SHPS operates public schools and is therefore required by law to ensure that candidates clear background check investigations, pass a tuberculosis screening (which has been administered in the last six months), and provide documentary evidence of identity and eligibility for employment in the United States. In addition, teaching staff must hold the appropriate California teaching credentials.

**2. Benefits**

As a full-time Employee (working more than 35 hours per week), you are eligible for health and related benefits starting the first of the month following your date of hire. These benefits are subject to the terms and conditions of the benefit plan, and SHPS reserves the right to modify, add to, or eliminate all such benefits at its discretion.

**3. Work Days and Time-Off Calendar**

The enclosed work calendar outlines days you are required to be at school, denotes observed holidays, and closures for intersession. Full-time SHPS Employees accrue 8.66 vacation hours per month and accrue sick time at a rate of 6.66 hours per month worked. SHPS does not pay employees for unused sick time upon end of employment.

**4. At-will Employment Status**

Please note that employment with SHPS constitutes an at-will employment agreement and employees or SHPS reserve the right to terminate employment at any time for any reason, with or without cause or notice.

**5. Acceptance**

Terms of employment with SHPS, as outlined within this letter, supersede any prior representations, including but not limited to any representations made during your recruitment, interviews, or pre-employment negotiations, whether written or oral. By accepting this offer, you acknowledge that you have read, understand, and voluntarily agree to enter into an employment relationship with SHPS and agree to abide by and comply with all SHPS policies and procedures.



Please indicate your acceptance by signing and returning this letter by <<DUE DATE>>.

Sincerely,

<<HIIRING MANAGER NAME>>

Principal

Oak Park Preparatory Academy

Employee Signature:	SHPS Manager Signature:
Employee Printed Name:	SHPS Manager Printed Name:
Date:	Date:



December 9, 2014

Dear <<FIRST AND LAST>>:

We are pleased to offer you the position of Teacher at St. HOPE Public Schools ("SHPS"). Your first day of work will be <<START DATE>>. We are confident that you will be a critical part of our work and a valued member of the SHPS team and family.

The Teacher position is a Full-Time / Exempt position reporting to the Principal at Oak Park Preparatory Academy, working on the attached 200 day calendar.

Your annualized salary will be <<SALARY>> (pro-rated to your start date) to be paid semi-monthly, payable in accordance with St. HOPE's standard payroll practices and policies and subject to all applicable taxes and deductions.

To accept this position please sign and return this offer letter after your careful review of the information below by <<DUE DATE>>.

**1. Required Screenings and Documentation**

SHPS operates public schools and is therefore required by law to ensure that candidates clear background check investigations, pass a tuberculosis screening (which has been administered in the last six months), and provide documentary evidence of identity and eligibility for employment in the United States. In addition, teaching staff must hold the appropriate California teaching credentials.

**2. Benefits**

As a full-time Employee (working more than 35 hours per week), you are eligible for health and related benefits starting the first of the month following your date of hire. These benefits are subject to the terms and conditions of the benefit plan, and SHPS reserves the right to modify, add to, or eliminate all such benefits at its discretion.

**3. Work Days and Time-Off Calendar**

The enclosed work calendar outlines days you are required to be at school, denotes observed holidays, and closures for intersession. Full-time SHPS Employees accrue sick time at a rate of 5.33 hours per month worked. SHPS does not pay employees for unused sick time upon end of employment. In addition, you will also accrue one personal day per six months of employment, with the first day being accrued on September 1, 2014 and the second day accrued on February 1, 2015.

**4. At-will Employment Status**

Please note that employment with SHPS constitutes an at-will employment agreement and employees or SHPS reserve the right to terminate employment at any time for any reason, with or without cause or notice.

**5. Acceptance**

Terms of employment with SHPS, as outlined within this letter, supersede any prior representations, including but not limited to any representations made during your recruitment, interviews, or pre-employment negotiations, whether written or oral. By accepting this offer, you acknowledge that you have read, understand, and voluntarily agree to enter into an employment relationship with SHPS and agree to abide by and comply with all SHPS policies and procedures.



Please indicate your acceptance by signing and returning this letter by <<DUE DATE>>.

Sincerely,

<<HIRING MANAGER>>

Principal

Oak Park Preparatory Academy

Employee Signature:	SHPS Manager Signature:
Employee Printed Name:	SHPS Manager Printed Name:
Date:	Date:



## ELEMENT 14: DISPUTE RESOLUTIONS

### **Contents**

- 14.1 SHPS Uniform Complaint Procedures
- 14.2 SHPS Compliant Resolution Policy



## **St. HOPE Public Schools Uniform Complaint Procedures**

St. HOPE Public Schools recognizes that it has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. SHPS shall investigate and seek to resolve complaints at the local level. SHPS shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

- Unlawful discrimination based on ethnic group identification, religion, age, sex, sexual orientation, color, ancestry, national origin or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, childcare and development programs, child nutrition programs, and special education programs.

SHPS acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

SHPS recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulations.

### **COMPLIANCE OFFICER**

SHPS designates the Director of Operations as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by the Director of Operations may conduct the investigation.



## **PROCEDURES**

The following procedures shall be used to address all complaints that allege that SHPS has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

### **FILING OF A COMPLAINT**

- Complaint shall be presented in writing by way of a SHPS UCP Complaint Form to the Director of Operations.
- The complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, section 4630).

### **MEDIATION**

- Within three (3) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using informal non-binding mediation.
- If the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his/her investigation of the complaint.

### **INVESTIGATION OF COMPLAINT**

The compliance officer or designee shall hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and SHPS' representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

### **RESPONSE / RESOLUTION**

An investigation shall be completed within 60 days after receiving a request for direct intervention or an appeal request, unless the parties have agreed to mediate and agree to extend the timelines. The compliance officer or designee shall prepare and send to the complainant a written report of SHPS' investigation and decision.

## **SHPS REPORT**

The report by SHPS shall include:

- The findings of the complaint.
- Corrective actions, if any, and the reasons therefor.
- Notice of the complainant's right to appeal the decision to the California Department of Education.
- A detailed statement of all specific issues that were brought up during the investigation.
- In a discrimination complaint, notice of right to seek civil law remedies no sooner than 60 days after filing an appeal with the California Department of Education.

## **APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

If dissatisfied with SHPS' decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving SHPS' decision.

An appeal to the California Department of Education ("CDE") is accepted on a case-by-case basis. The CDE accepts appeals based on one or more of the following:

- SHPS failed to comply with the uniform complaint procedures.
- SHPS failed to implement its final decision from its local investigation.
- SHPS failed to respond to CDE's request for information regarding the complaint.
- No action was taken by SHPS within 60 days of receipt of the complaint.
- All concerned persons are not in substantial agreement with the facts or conclusions relating to the allegations in the report.
- SHPS refuses to conduct an on-site investigation.
- Documents regarding the complaint indicate that SHPS officials interpreted and applied pertinent governing statutes inappropriately.
- Another compelling rationale.

## **CIVIL LAW REMEDIES**

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of SHPS' complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SHPS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.



## **St. HOPE Public Schools Complaint Resolution Policy**

St. HOPE Public Schools recognizes that the quality of the educational program can improve when SHPS listens to individual concerns, considers differences of opinion and resolves disagreements through an established, objective process. SHPS encourages all individuals with concerns or complaints to resolve any problems early and informally whenever possible.

The following procedures are established by SHPS for processing complaints concerning SHPS employees and SHPS Policies arising at any SHPS schools.

(Note: Complaints by SHPS employees or personnel are governed by the policy set forth in the SHPS Employee Handbook and/or Faculty Handbook):

### **A. For Complaints Concerning SHPS Teachers or Staff Members:**

1. The complainant shall attempt to resolve the complaint informally with the teacher or staff member who is the subject of the complaint by telephone, written letter or by way of a pre-arranged conference.
2. If the attempt to resolve the complaint informally with the teacher or staff member is unsuccessful, the complainant shall contact the principal of the small school to which the teacher or staff member has been assigned. The principal will meet informally in person with the complainant and the teacher or staff member to discuss the subject matter of the complaint and a possible resolution.
3. If the informal attempt at resolution is unsuccessful, the complainant must submit a completed complaint form and supporting documentation to the front office of the SHPS school involved no later than fifteen (15) school days following the incident giving rise to the complaint. Complaint forms will be available at the school's front office. Complaint forms submitted more than fifteen (15) school days after the incident shall not be considered unless good cause is shown by the complainant for the untimely submission.
4. The submitted complaint form and documentation will be forwarded to a three-member Dispute Resolution Panel (Teachers/Staff Members) which is to be appointed by the Superintendent and shall be composed of one SHPS district-level staff member, one SHPS teacher and one SHPS principal. The teacher/staff member will submit a written response and any supporting documentation to the Dispute Resolution Panel within ten (10) school days of the submission of the complaint form. A copy of the teacher's/staff member's response will be mailed to the complainant.
5. Within ten (10) school days of receipt of the teacher's/staff member's written response, the Dispute Resolution Panel will meet in closed session to determine

whether a hearing is necessary on the matter or whether the matter can be resolved on the submitted materials.

6. If the Dispute Resolution Panel determines that a hearing is necessary, a member of the Dispute Resolution Panel shall contact the complainant and the teacher/staff member in writing to schedule a hearing before the Dispute Resolution Panel. If the Dispute Resolution Panel determines that the matter can be determined on the basis of the submitted materials, the Dispute Resolution Panel will issue a written recommendation within five (5) school days of the closed session. A copy of the written recommendation shall be forwarded to the complainant and the teacher or staff member.
7. The hearing before the Dispute Resolution Panel will be held within twenty (20) school days of the submission of the complaint form. The complainant and the teacher or staff member who is the subject of the complaint shall attend the hearing. Failure of the complainant to attend the hearing will result in the complaint being considered resolved. The Dispute Resolution Panel will provide each party an opportunity to present their side and will consider the nature of the complaint and possible resolutions.
8. Within five (5) school days of the hearing, the Dispute Resolution Panel shall issue a written recommendation as to its proposed resolution of the complaint. A copy of the recommendation shall be forwarded to the complainant and the teacher or staff member.
9. If the Dispute Resolution Panel determines that a hearing is necessary, the Dispute Resolution Panel shall provide at least ten (10) day written notice to the complainant and the teacher/staff member as to the date and time of the hearing. The teacher/staff member and the complainant shall appear at the time and place scheduled for the hearing. Each party shall have 15 minutes in which to present their side, including the nature of the complaint, the response to the complaint, and a proposed resolution to the complaint. The members of the Dispute Resolution Panel may ask questions of either party. Within ten (10) school days of the hearing, the Dispute Resolution Panel will issue a written recommendation that will be mailed to the complainant and the teacher/staff member.
10. Either party may appeal the written recommendations of the Dispute Resolution Panel by submitting a signed letter to the Superintendent within five (5) school days of the mailing of the written recommendation outlining the complaint and any disagreement with the resolution proposed by the Dispute Resolution Panel. Untimely appeals will not be considered by the Superintendent unless the appealing party can make a showing of good cause for failing to submit a timely appeal. The Superintendent will schedule a meeting with the complainant and the teacher or staff member within ten (10) school days of receipt of the letter to discuss the complaint and possible resolutions. The Superintendent shall issue a written letter within five (5) school days of the meeting setting forth a resolution to the complaint. A copy of the letter shall be sent to the complainant and the teacher or staff member and the matter shall be considered to be resolved.

B. For Complaints Concerning Principals of SHPS Schools:

1. The complainant shall attempt to resolve the complaint informally with the principal who is the subject of the complaint by telephone, written letter or by way of a pre-arranged conference.
2. If the informal attempt at resolution is unsuccessful, the complainant must submit a completed complaint form and any supporting documentation to the front office of SHPS school at which the principal works no later than fifteen (15) school days following the incident giving rise to the complaint. Complaint forms will be available at the front office of any SHPS school. Complaint forms submitted more than fifteen (15) school days after the incident shall not be considered unless good cause is shown by the complainant for the untimely submission.
3. The submitted complaint form and documentation will be forwarded to a three-member Dispute Resolution Panel (Principals) which is to be appointed by the Superintendent and shall be composed of one SHPS district-level staff member and two SHPS principals. The principal will submit a written response and any supporting documentation to the Dispute Resolution Panel within ten (10) school days of the submission of the complaint form. A copy of the principal's response will be mailed to the complainant.
4. Within ten (10) school days of receipt of the principal's written response, the Dispute Resolution Panel will meet in closed session to determine whether a hearing is necessary on the matter or whether the matter can be resolved on the submitted materials.
5. If the Dispute Resolution Panel determines that a hearing is necessary, a member of the Dispute Resolution Panel shall contact the complainant and the principal in writing to schedule a hearing before the Dispute Resolution Panel. If the Dispute Resolution Panel determines that the matter can be determined on the basis of the submitted materials, the Dispute Resolution Panel will issue a written recommendation within five (5) school days of the closed session. A copy of the written recommendation shall be forwarded to the complainant and the principal.
6. The hearing before the Dispute Resolution Panel will be held within twenty (20) school days of the submission of the complaint form. The complainant and the principal who is the subject of the complaint shall attend the hearing. Failure of the complainant to attend the hearing will result in the complaint being considered resolved. The Dispute Resolution Panel will provide each party an opportunity to present their side and will consider the nature of the complaint and possible resolutions.
7. Within five (5) school days of the hearing, the Dispute Resolution Panel shall issue a written recommendation as to its proposed resolution of the complaint. A copy of the recommendation shall be forwarded to the complainant and the principal.
8. If the Dispute Resolution Panel determines that a hearing is necessary, the Dispute Resolution Panel shall provide at least ten (10) day written notice to the complainant and the principal as to the date and time of the hearing. The principal and the

complainant shall appear at the time and place scheduled for the hearing. Each party shall have 15 minutes in which to present their side, including the nature of the complaint, the response to the complaint, and a proposed resolution to the complaint. The members of the Dispute Resolution Panel may ask questions of either party. Within ten (10) school days of the hearing, the Dispute Resolution Panel will issue a written recommendation that shall be mailed to the complainant and the principal.

9. Either party may appeal the written recommendations of the Dispute Resolution Panel by submitting a signed letter to the Superintendent within five (5) school days of the mailing of the written recommendation outlining the complaint and any disagreement with the resolution proposed by the Dispute Resolution Panel. Untimely appeals will not be considered by the Superintendent unless the appealing party can make a showing of good cause for failing to submit a timely appeal. The Superintendent will schedule a meeting with the complainant and the principal within ten (10) school days of receipt of the letter to discuss the complaint and possible resolutions. The Superintendent shall issue a written letter within five (5) school days of the meeting setting forth a resolution to the complaint. A copy of the letter shall be sent to the complainant and the principal and the matter shall be considered to be resolved.

C. For Complaints Concerning the Superintendent or SHPS Policies:

1. The complainant shall attempt to resolve the complaint informally with the Superintendent by telephone, written letter or by way of a pre-arranged conference.
2. If the informal attempt at resolution is unsuccessful, the complainant must submit a completed complaint form and all supporting documentation to the front office of any SHPS school no later than fifteen (15) school days following the incident giving rise to the complaint. Complaint forms will be available at the front office of any SHPS school. Complaint forms submitted more than fifteen (15) school days after the incident shall not be considered unless good cause is shown by the complainant for the untimely submission.
3. The submitted complaint form and documentation will be forwarded to the Superintendent and the three-member Dispute Resolution Committee of the Board of Directors of St. HOPE Public Schools. The Superintendent will submit a written response and any supporting documentation to the Dispute Resolution Committee within ten (10) school days of the submission of the complaint form. A copy of the Superintendent's response will be mailed to the complainant.
4. Within twenty (20) school days of receipt of the Superintendent's written response, the Dispute Resolution Committee will meet in closed session to determine whether a hearing is necessary on the matter or whether the matter can be resolved on the submitted materials.
5. If the Dispute Resolution Committee determines that a hearing is necessary, a member of the Dispute Resolution Committee shall contact the complainant and superintendent in writing to schedule a hearing before the Dispute Resolution Committee. If the Dispute Resolution Committee determines that the matter can be determined on the basis of the submitted materials, the Dispute Resolution Committee

with issue a written recommendation for resolution that will be considered by the Board of Directors at the next regularly scheduled meeting, either in open or closed session depending on the nature of the complaint. A copy of the Dispute Resolution Committee's written recommendation will be provided to the Superintendent and the complainant in a timely manner. The Board of Directors may decide to accept the written recommendation or issue its own decision as to a final resolution of the complaint.

6. If the Dispute Resolution Committee determines that a hearing is necessary, the Superintendent and the complainant shall appear at the time and place scheduled for the hearing. Each party shall have 15 minutes in which to present their side, including the nature of the complaint, the response to the complaint, and a proposed resolution to the complaint. The members of the Dispute Resolution Committee may ask questions of either party. Within ten (10) school days of the hearing, the Dispute Resolution Committee will issue a written recommendation for resolution that will be considered by the Board of Directors at the next regularly scheduled meeting, either in open or closed session depending on the nature of the complaint. A copy of the Dispute Resolution Committee's written recommendation will be provided to the Superintendent and the complainant in a timely manner. The Board of Directors may decide to accept the written recommendation or issue its own decision as to a final resolution of the complaint.

## SUMMARY OF ST. HOPE PUBLIC SCHOOLS COMPLAINT POLICY

The following stages are to be completed in order until the complaint is resolved:

Complaint Concerning Teacher or Staff Member	Complaint Concerning Principal	Complaint Concerning Superintendent or SHPS Policy
1. Attempt informal resolution with teacher or staff member.	1. Attempt informal resolution with principal.	1. Attempt informal resolution with Superintendent.
2. Attempt informal resolution with principal of small school or PS7. Teacher or staff member will be present at meeting.	2. Submission of complaint form and supporting documentation to school-site Dispute Resolution Panel (comprised of one SHPS District-level staff member and two SHPS principals).	2. Submission of complaint form to Board Dispute Resolution Committee.
3. Submission of complaint form and supporting documentation to school-site Dispute Resolution Panel (comprised of one SHPS District-Level Staff Member, one SHPS teacher and one SHPS principal).	3. Written response by Principal.	3. Written response by Superintendent.
4. Written response by Teacher / Staff Member.	4. Dispute Resolution Panel determines whether to hold hearing or decide issue on basis of written submissions.	4. Dispute Resolution Committee determines whether to hold hearing or decide issue on basis of written submissions.
5. Dispute Resolution Panel determines whether to hold hearing or decide issue on basis of written submissions.	5. Dispute Resolution Panel issues written recommendation (after hearing if necessary).	5. Dispute Resolution Committee submits written recommendation (after hearing if necessary) to Board of Directors for consideration and final resolution at next regularly scheduled meeting.
6. Dispute Resolution Panel issues written recommendation (after hearing if necessary).	6. If either party appeals the Panel's recommendation, meeting with Superintendent and final resolution	
7. If either party appeals the Panel's recommendation, meeting with Superintendent and final resolution.		