



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.2

**Meeting Date:** November 1, 2012

**Subject:** Public Hearing and Action on Charter School Renewal Petition – Sol Aureus College Preparatory (SAC Prep)

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☒ Conference/Action
- ☐ Action
- ☒ Public Hearing

**Division:** Accountability Office

**Recommendation:** To conduct public hearing to consider the level of support for the Sol Aureus College Preparatory charter renewal petition and to conference and take action to approve the renewal petition.

**Background/Rationale:** The Governing Board will hold a public hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of Sol Aureus Petition (Charter renewal date: July 1, 2013). The district received the Sol Aureus College Preparatory renewal petition on September 4, 2012. The school waived the 30 days public hearing in favor of a joint public hearing and board action timeline at this November 1, 2012 board meeting. As such, District staff has conducted an extensive review of the petition. The staff report and recommendation are being presented for Board Action on November 1, 2012.

**Financial Considerations:** The financial considerations are outlined within the executive summary document.

**Documents Attached:**

1. Executive Summary
2. Charter School Petition
3. Charter School Petition Appendices are located on district website: [www.scusd.edu/Board-Education-Meeting/November-1-2012-Board-Meeting/](http://www.scusd.edu/Board-Education-Meeting/November-1-2012-Board-Meeting/)

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Jennifer Lopez, Charter and Network Oversight Coordinator

**Approved by:** Teresa Cummings, Chief of Staff

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Petition – Sol Aureus College Preparatory Charter School  
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### I. Overview of Charter School Renewal Petition:

Sacramento City Unified School District authorized the 18th charter school in California, Bowling Green Elementary in 1993. Since that time SCUSD has approved six “dependent” charter schools and nine “independent” charter schools.

On September 4, 2012, SCUSD received an independent charter renewal petition from Sol Aureus College Preparatory Charter School (“S.A.C. Prep”). The District first granted the charter in 2003 and it was renewed again in 2008. In 2010, S.A.C. Prep was approved by the District to amend its charter to include grades K-4 becoming a school that serves grades K-8. The charter expires on June 1, 2013. This charter petition is seeking a five-year renewal term for their K-8th grade program. The purpose of the Public Hearing is to consider the level of support for Sol Aureus College Preparatory.

After reviewing the renewal petition, the District provided Sol Aureus College Preparatory with a list of nine (9) elements that were identified as needing clarification prior to staff recommendation for approval of the renewal petition. In response, Sol Aureus College Preparatory provided the District with an updated renewal petition (“Revised Petition”) addressing the District’s concern. Sol Aureus College Preparatory has identified a core set of school design elements. These elements along with the motto “There are no short cuts” serve as the foundation for the Charter School model:

1. Preparation
2. Responsibility
3. Respect
4. Community
5. Excellence

The school cultures strives to be a supportive and positive learning environment of high expectations for all its students by preparing students with the knowledge, skills and habits necessary to compete and succeed in college and in life.

### II. Driving Governance:

The Charter Schools Act of 1992 (“Act”) governs the creation of charter schools in the State of California. The Act includes Education Code section 47605(b) which provides the standards and criteria for petition review, and provides that a school district governing board considering whether to grant a charter petition “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” (Ed. Code, §47605(b).) In addition,

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the Act provides that renewals and material revisions of charters are governed by the standards and criteria set forth in Education Code §47605. Specifically, the governing board may not deny a petition for renewal unless it makes written factual findings setting forth for specific facts to support one, or more of five findings:

- 1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- 3) The petition does not contain the number of signatures prescribed by code,
- 4) The petition does not contain an affirmation of each of the conditions prescribed by code; and
- 5) The petition does not contain reasonably comprehensive descriptions of sixteen certain elements in its program and operations.

Newly-adopted State regulations require for the automatic renewal of a charter school petition, if a school district fails to adopt written factual findings to support a denial within 60 days of the district's receipt of a petition. (Cal. Code Regs., tit. 5, §11966.4(c).)

In addition, a charter school seeking renewal must also meet at least one of the following criteria as set forth in Education Code §47607:

- 1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years;
- 2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;
- 3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; and
- 4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

If one of the above standards is met, the governing board may grant the renewal assuming that the renewal petition also complies with the standards and criteria of Education Code §47605, as discussed above. Sol Aureus College Preparatory achieved its academic performance index

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(API) growth target during the prior year (2011-2012). In 2011-2012, Sol Aureus College Preparatory's API was 864, up 30 points from the prior year.

As indicated above, another academic standard for a charter to obtain renewal is if the school attained API growth in the prior year or in two of the three last years, or in the aggregate for three years:

**2011 – 12:** 864

**2010 – 11:** 834

**2009 – 10:** 719

**2008 – 09:** 694

S.A.C. Prep has met the academic achievement standard of Education code section 47607 and has compiled with the standards and criteria of Education Code section 47605. We recommend that the governing board grant S.A.C. Prep's renewal petition.

### III. Results of Petition Review:

The Petition provided the information required by the Charter Schools Act of 1992 (Education Code §47605); however, District Staff recommended some revisions to improve the petition in nine areas: 1) Element A, Education Program; 2) Element D, School Governance; 3) Element E, Employee Qualifications; 4) Element F, Health and Safety Procedures; 5) Element H, Admissions Requirement; 6) Element J, Student Suspension and Expulsion; 7) Element M, Description of Employee Rights; 8) Element N, Dispute Resolution Process and 9) Financial Plan as it relates to budget expenditure and economic reserve.

S.A.C. Prep timely and effectively responded to staff recommendations by submitting the Revised Petition to the District.

#### 1. *Element A, Education Program*

Staff Recommendation: This element of the charter renewal petition did not fully describe the charter school's education program. The following items were identified by staff as needing clarification:

- Description on how English Learners are supported.
- Number of instructional minutes per week for ELA and math per week, per grade level.
- Description of curriculum and qualifications of those who provide development.

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- The term “search and serve” substituted to “Child Find” to correspond with MOU for special education services.

S.A.C Prep’s Response: The revised petition added language to element A, which makes the petition now reasonably comprehensive in its descriptions. S.A.C. Prep elaborated element A and included the following:

- Description of how English Learners are supported (revised petition, page 33-36).
- The number of instructional minutes per week for ELA and math per week, per grade level is supported through a narrative and schedule (revised petition, page 19).

S.A.C. PREP Instructional Minutes				
		Monday-Thursday	Friday	Total Minutes
Kinder	ELA	80	60	380
	Math	60	60	300
		Monday-Thursday	Friday	Total Minutes
1st-2nd	ELA	115	100	560
	Math	60	60	300
		Monday-Thursday	Friday	Total Minutes
3rd- 4th	ELA	145	80	660
	Math	90	90	450
		Monday-Thursday	Friday	Total Minutes
5th-6th	ELA	90	75	435
	Math	90	75	435
		Monday-Thursday	Friday	Total Minutes
7th-8th	ELA	90	90	450
	Math	90	90	450

- Description of curriculum and qualifications of those who provide development along with samples of the curriculum used was included (revised petition, pg. 17).
- The term “search and serve” was substituted to “Child Find” to correspond with MOU for special education services (revised petition, pg .28).

### 2. Element D, School Governance

Staff Recommendation: This element of the charter petition needed to be strengthened by:

- Submission of the Charter School’s governance bylaws for district review.
- Conflict of Interest policies specifically stating compliance with the Political Reform Act.
- Specifically stating compliance to California’s Public Records Act.

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- Providing copies proof of insurance coverage.

S.A.C Prep’s Response: In the revised petition, S.A.C. Prep submitted Governance Bylaws for review (revised petition, Appendix I) as well as Proof of Insurance (revised petition, Appendix I). The revised petition added language stating compliance to Political Reform Act and California Public Records Act (revised petition, pg. 38).

### *3. Element E, Employee Qualifications*

Staff Recommendation: This element of the charter renewal petition did not fully describe whether teachers of non-core classes needed to hold appropriate certification from the Commission on Teacher Credentialing.

S.A.C Prep’s Response: The specific concern above is fully addressed in the revision, “All non-core teachers will hold certificates, permits, or other documents issued by the Commission on Teacher Credentialing” (revised petition, pg. 55).

### *4. Element F, Health and Safety Procedures*

Staff Recommendation: Charter School did not submit any written health and safety related policies and procedures handbooks as they had indicated in their petition.

S.A.C Prep’s Response: In their revised petition, S.A.C. Prep submitted their Parent/Student Handbook and Sol Aureus Emergency Procedures Manual for review. District Staff has reviewed Emergency Procedure handbook and this element is now reasonably comprehensive.

### *5. Element H, Admissions Requirement*

Staff Recommendation: The overall admissions process descriptions are satisfactory but lacked information on open enrollment timeline and preference for admission.

S.A.C Prep’s Response: The revised petition added language to element H, which makes the petition now reasonably comprehensive in its descriptions. SAC Prep’s added language included the following for Admission Preference (revised petition, pg. 61) as well as included a timeline for the admissions process (revised petition, pg.62).

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent of existing students).
2. Children of Sol Aureus employees (limited to 10% of total enrollment).

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3. Students placed on the waitlist, and not admitted the previous year:
  - a. After the “intent to re-enroll” forms have been collected and it is apparent that space will be available, students that were placed on the waitlist will be given an opportunity to enroll for the upcoming school year.
  - b. Parents will be contacted by phone, and in writing that space is available.
  - c. Students will be called from the established waitlist.
4. Students residing within the boundaries of SCUSD.
5. All other students residing within the state of California.

### *6. Element J, Student Suspension and Expulsion*

Staff Recommendation: The overall descriptions of pupil suspension and expulsion element are acceptable; however, staff requested to correct language regarding manifestation determination meetings. Staff also requested the element to include language regarding student discipline to be compliant with the law.

S.A.C Prep’s Response: The revised petition added language to satisfy correct language regarding manifestation determination meetings, “A manifest determination meeting will be scheduled for students with an IEP to determine if the student’s conduct is the result of his or her disability, and whether the conduct in question was the direct result of the failure to implement the IEP” (revised petition, pg. 72). The revised petition added language to demonstrate student discipline to be complaint with the law (revised petition, pg. 68). District Staff are satisfied with the revision and this element is now reasonably comprehensive.

### *7. Element M, Description of Employee Rights*

Staff Recommendation: Staff requested that petition to add language that employees who leave District employment to work at the Charter School: a) have no return rights for employment at the District and b) have acquired no time toward District seniority while employed at the Charter School.

S.A.C Prep’s Response: S.A.C. Prep included language to state the following language requested above (revised petition, pg. 79).

### *8. Element N, Dispute Resolution Process*

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### Staff Recommendation:

The process for resolving disputes between Sol Aureus and the District relating to the Charter School are not as clearly outlined as they should be and does not provide steps to take if not resolved informally.

The District has proposed an appropriate dispute resolution process in the Operational MOU that is being negotiated.

S.A.C Prep's Response: SAC Prep is still negotiating with District their Operational MOU which will clearly outline the appropriate Dispute Resolution.

### *9. Financial Plan*

Staff Recommendation: Petitioners provided basic financial documents required by law, including cash flow analyses and budget forecasts. However, staff requested further clarification on several critical aspects of the Charter School's budget, particularly regarding certain assumption and calculations. The following items were identified by staff as needing clarification:

S.A.C. Prep must

- Provide a fact supporting the basis for the projected significant increase in enrollment since the school's enrollment in 2011-2012 was 176 students.
- Provide 1) historical ADA rates; 2) estimated ADA for all years represented in the petition; and 3) detail explaining how the estimated ADA rates were calculated.
- Provide 1) detail information explaining how the estimated ADA rates affect the revenue projections; and 2) provide assumptions for overall growth in revenue.
- Provide clarification whether budget assumptions financial forecasts rely on the passage of the Governor's November tax initiative and further detail on how the potential loss of these funds would impact the Charter School's education program and what services, if any, will be reduced or eliminated.
- Confirm the average teacher salary.
- Clarify whether the school leader or the Director of Operations and Development will be certificated position, and state the expected salaries for each position.
- Clarify what benefits petitioners intend to offer, how they are calculated the cost for those benefits, what out-of-pocket expenses employees may be required to cover for single or family coverage.
- Clarify the inconsistency between the amounts stated in the cash flow projections versus those found in the budget summary.



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S.A.C Prep’s Response: The revised petition added language to Financial Plan, which makes the petition now reasonably comprehensive in its descriptions. S.A.C. Prep elaborated on their Financial Plan and included the following:

- Provided facts supporting the basis for the projected significant increase in enrollment since the school’s enrollment in 2011-2012 was 176 students. *“Actual enrollment for 2011-12 was 176 students... Significant increase in enrollment is due [to] having 1 kindergarten class in 2011-12 to 2 kindergarten classes in 2012-13.”*
- Provide 1) historical ADA rates; 2) estimated ADA for all years represented in the petition; and 3) detail explaining how the estimated ADA rates were calculated:

	# students enrolled	ADA	% ADA
2009-10	78	74.42	95%
2010-11	72	67.72	94%
2011-12	179	169.7	95%
2012-13	225	213.75	95%
2013-14	265	251.75	95%
2014-15	290	275.5	95%
2015-16	315	299.25	95%
2016-17	340	323	95%
2017-18	365	346.75	95%

- Provide 1) detail information explaining how the estimated ADA rates affect the revenue projections; and 2) provide assumptions for overall growth in revenue *S.A.C. Prep provided sufficient detail explaining how the estimated ADA rates affect the revenue projections. Given the uncertainty of the education budget, S.A.C. Prep has projected \$500 less per student of the average ADA from 2009-2012.*
- Provide clarification whether budget assumptions financial forecasts rely on the passage of the Governor’s November tax initiative and further detail on how the potential loss of these funds would impact the Charter School’s education program and what services, if any, will be reduced or eliminated. *S.A.C. has forecasted about \$500 less per ADA for each student.*
- S.A.C. Prep Confirmed the average teacher and administrative salary to staff’s satisfaction.

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- Clarify whether the school leader or the Director of Operations and Development will be certificated position, and state the expected salaries for each position.

*S.A.C. Prep has employed two certificated (Administrative Service Credentialed) School Leaders and has included language to differentiate the roles between the Director of Operations and Director of Curriculum and Instruction as well as the expected salaries.*

- Clarify what benefits petitioners intend to offer, how they are calculated the cost for those benefits, what out-of-pocket expenses employees may be required to cover for single or family coverage.

*S.A.C Prep provided detailed explanation for the benefits they intend to offer, the cost for the benefits and out-of-pocket expenses employees if S.A.C. Prep employees elect to cover their families.*

- Clarify the inconsistency between the amounts stated in the cash flow projections versus those found in the budget summary. *A revised cash flow projection and budget were provided to clarify the previous inconsistencies.*

## IV. Budget Implications:

Even though a negative financial impact to the District cannot be used as criteria to deny a charter school petition, the potential loss of district students does reduce available revenue in General Fund.

The following are estimates based upon known information:

To estimate the Loss of Revenue Limit and Lottery Funds for 213.75 ADA for 2012-2013 school year, offset by a reduction in expenses for teachers and supplies, the potential reduction of funds to the district is approximately \$327,750.

These losses would be offset by fees paid to the district, including (but not limited to) fees for use of facility, special education services. Also, one percent of the Charter School's state revenues would be paid to the District for oversight.

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#### **V. Conclusion:**

The revisions made to the Petition by S.A.C. Prep meet the requirements and recommendations of the District. Staff recommends that the Petition be approved with the expectation that the Operational and Special Education Memoranda of Understanding be negotiated within sixty (60) days of renewal.

#### **VI. Next Steps:**

- Upon board approval, District Staff will continue to monitor the development and implementation of S.A.C. Prep's goals and objectives set-forth in the petition.
- Meet with charter petitioners to negotiate an acceptable Operating MOU and an acceptable Special Education MOU.

**Sol Aureus College Preparatory School**

*Petition for Charter Renewal*



*Prepare for college. Prepare for life.*

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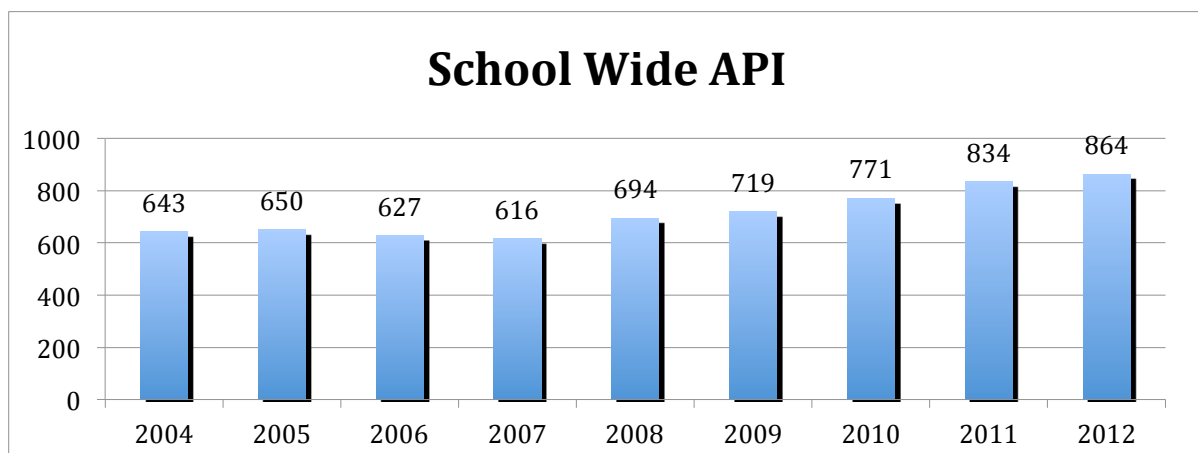
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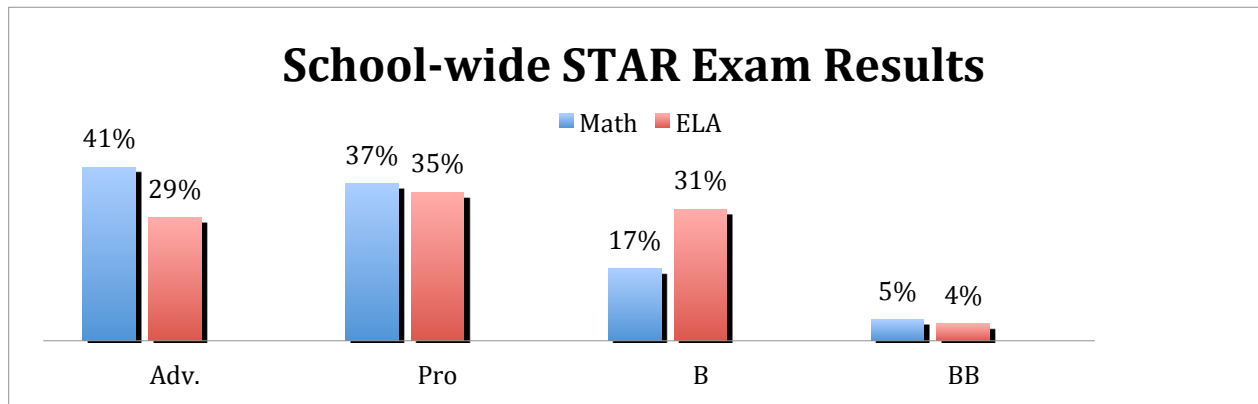
Sol Aureus College Preparatory (S.A.C. Prep) is a high performing, college preparatory, independent charter school authorized by the Sacramento City Unified School District (SCUSD). S.A.C. Prep's charter was approved in 2003 and was approved to serve grades 5 - 8. Initially, S.A.C. Prep was modeled after Knowledge is Power Program (KIPP), but separated from KIPP in 2005 to become an independent educational model. After separating from KIPP, S.A.C. Prep maintained many of the KIPP philosophies while adding, or changing, the program to fit the S.A.C. Prep model. In 2010 S.A.C. Prep went through another significant change. S.A.C. Prep was approved by the District to amend its charter to include grades K-4 becoming a school that serves grades K-8. This growth has allowed S.A.C. Prep to be the master of its own fate, to create a pipeline for developing high performing, critically thinking students who are prepared for the rigors of high school, college and life.

Based on student and school results, as well as parent and community support, Sol Aureus College Preparatory, in accordance with Charter Schools Act of 1992, hereby petitions the District for renewal of the charter for S.A.C. Prep. The enclosed petition will demonstrate that S.A.C. Prep has met, or exceeded, the renewal criteria set forth in Education Code Section 47607, the outcomes in the original charter, the first renewal approved by the District in 2008, as well as the District approved charter amendment in 2010. Additionally, S.A.C. Prep will demonstrate that it is operationally and fiscally viable and is in compliance with all relevant laws and regulations.

S.A.C. Prep maintains high expectations for all students and members of the academic community. All students, parents, and members of the S.A.C. Prep team are held accountable to meeting a specific set of goals. These goals are set in order to provide the highest quality education that can be found in the state or nation. It is the belief of S.A.C. Prep that all students and families deserve access to the highest quality education possible. To date S.A.C. Prep has shown that its students are achieving academic goals set by the Charter. Additionally, the following graph will show the performance of S.A.C. Prep based on the state of California Academic Performance Index (API).



As the graph demonstrates, S.A.C. Prep has made growth despite challenges that the school has faced at its start. Currently, S.A.C. Prep is awaiting the release of the 2011-2012 API. Although, based on recently released STAR exam data our API growth looks promising (see graph below).



S.A.C. Prep has faced and overcome challenges with regard to enrollment, student achievement, and facilities. While overcoming and addressing these challenges, the Board, administration, and staff have maintained an unwavering focus on student achievement. The results speak for themselves. Despite these challenges the expansion of from a 5 - 8 school to a K - 8 school has allowed S.A.C. Prep to become a school that will complete the following 5 things:

- 1) **Close the Gap Sooner.** In order to effectively and comprehensively close the achievement gap, students need to be supported *sooner* in developing and acquiring strong academic and foundational skills such as reading, writing, and number sense.
- 2) **Intervene Sooner.** Identify students entering the primary grades with gaps in their knowledge and skills as well as students with learning differences in order to begin the intervention, remediation, and differentiation process sooner.
- 3) **Develop Enrollment Pipeline Sooner.** By beginning the enrollment process in the Primary Grades, S.A.C. Prep begins to establish its own pipeline of students sooner – including siblings and relatives and friends of existing enrolled students. That will feed the high performing high school in the Sacramento Area.
- 4) **Become Permanent Identity.** The move to K-8 has allowed the school to transition from its beginnings as an “intervention program” to a full service *school* that offers all students from variety of communities, particularly historically underserved communities, and the opportunity to prepare for college, careers, and life.

- 5) *Stabilize Enrollment & Financial Viability.*** As enrollment is at the core of public school revenue in the current funding model, it is imperative as a stand-alone school that S.A.C. Prep have more control over its destiny through its ability to be able to recruit students sooner. As this happens, S.A.C. Prep is better poised to remain financially viable over time – with the intent to remain a small school, serving students who need the extra help and/or are aligned with the mission/vision of the school.

S.A.C. Prep is ready to continue to be successful and be best the best school it can be with the renewal of its Charter. With the help of the District, S.A.C. Prep has been allowed to be the master of its own fate while continuing to provide a high quality and proven public school choice to some of our most at-risk students and desperate families.



## Key Information/Assumptions

### **Start Date**

If the Charter is renewed the plan is to continue the 2013-14 school year with Kindergarten through 8<sup>th</sup> grades. Providing small class sizes and more academic time for students.

### **Facilities**

Facilities will be a significant factor on the school's ability to provide a quality education. Currently the school has a Proposition 39 agreement to reside at its current location at Bear Flag location. However, upon the District approving the charter renewal the school would want continue to operate at the Bear Flag location and enter into discussions about S.A.C. Prep expanding its use of the facility acquiring the use of the kindergarten rooms, and the portables located on the campus. If accommodations cannot be made, S.A.C. Prep will continue to use the allocated space for 2013-14 school year and seek renewal of the Facilities Use Agreement (FUA). Facilities notwithstanding, the lower grades (K-4) will have some physical separation from the upper grades (5-8) in terms of layout and classroom locations on the site.

### **Class Size**

The plan calls for 20-25 students per class in grades Kindergarten through 8<sup>th</sup> grades. The following chart will describe our projected growth model:

Grade	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Kindergarten	50	50	50	50	50	50
1	25	50	50	50	50	50
2	25	25	50	50	50	50
3	25	25	25	50	50	50
4	25	25	25	25	50	50
5	25	25	25	25	25	50
6	25	25	25	25	25	25
7	25	25	25	25	25	25
8	25	25	25	25	25	25
Total	250	275	300	325	350	375

The idea behind the enrollment projections are to keep the number of students to less than 25 per class while also limiting the number of new students added in the middle of the year in graded 6-8.

### **District Services**

S.A.C. Prep will continue to plan to utilize SCUSD services including the following, if economically feasible:

- Nutrition Services

- Special Education Services (SELPA)
- Proposition 39 – Facilities and Utilities
- ASES Program Fiscal Oversight and Management
- Potential Future Services: Technology Services / Custodial Services

## Charter Renewal Requirements

Education Code § 47607 currently requires that one of the following four requirements be met for charter renewal. S.A.C. Prep has met three of the four requirements.

1. Attain API growth in the prior year or in two of the three last years, or in the aggregate for three years.

***S.A.C. Prep has met this criterion.*** S.A.C. Prep's API was 694 in FY2008 (first renewal), 719 in FY2009, 771 in FY2010, 834 in FY2011 and 864 in FY2012. S.A.C. Prep has had a 170-point increase since our first renewal. Results FY2012 have yet to be released.

2. Rank in deciles for 4 to 10 on the API in the prior year or in two of the three last years.

***S.A.C. Prep has met this criterion.*** S.A.C. Prep was ranked 3 in FY2008 and is now ranked 8 FY2011. Results for FY2012 have yet to be released.

3. Ranked in deciles 4 to 10 on the API for a demographically comparable school in the prior year or in two of the last three years.

*S.A.C. Prep has been considered a small school and rankings for small schools are not calculated for comparison. Due to our expansion to K-8 FY2011-12 S.A.C. Prep should receive a rank, which will act as our baseline for subsequent years.*

4. SCUSD determines the academic performance of S.A.C. Prep is at least equal to that of other public schools that the charter school's students would otherwise be required to attend within the district, taking into account the pupil population of the charter school.

***SCUSD will make its own assessment of this criterion.*** Although S.A.C. Prep believes it has met this criterion. Based on data FY2011, S.A.C. Prep ranks amongst the top API relative to other schools with similar demographics.

## **ELEMENT A: EDUCATIONAL PROGRAM**

Sol Aureus College Preparatory (S.A.C. Prep) is a tuition-free, college preparatory middle school currently serving grades kindergarten through eight. S.A.C. Prep is in its ninth year of operation and in year three of its current charter (expires in June 2013). S.A.C. has already graduated over 100 students and will graduate its sixth class in June 2012. The first cohort of 5<sup>th</sup> graders (the Class of 2011, the year they enter college) have now completed their first year of college and are now sophomores. This fall, the second class of S.A.C. Prep graduates will enter college!

S.A.C. Prep began with one 5<sup>th</sup> grade class in August of 2003 and added one grade per year for its first four years. The student body of Sol Aureus reflects much of the diversity in Meadowview, its current home (Appendix D). S.A.C. Prep graduates attend the college preparatory small high schools and magnet schools within SCUSD as well as a few select and competitive high schools (Appendix E). Each year, all students have had the opportunity to visit colleges – from Sac State to UC Santa Cruz.

The initial charter for Sol Aureus College Preparatory was approved in March 2003 for the 5-year term of August 2003 to June 2008. Sol Aureus began as a KIPP (Knowledge Is Power Program) school. In 2005, the Sol Aureus Board of Directors and School Leader along with representatives of KIPP California (the entity that held the charter of Sol Aureus) jointly requested a name change and transfer of governance to the locally formed Board of Directors for Sol Aureus. The proposal was approved in 2005 with no substantive changes beyond the name change and governance structure. All of the key components of KIPP's philosophy (Five Pillars) have been maintained. They include having high expectations for all students and providing more time (longer school day, longer school year) to help students prepare for college and for life. In July 2004, Sol Aureus was forced to move from its initial home in Oak Park in a co-location agreement with St. HOPE/PS 7 due to facility space constraints as Sol Aureus grew. S.A.C. Prep then successfully relocated to Meadowview, briefly housed in New Hope Church then Genesis Church for the next five years, then relocated to Freeport Elementary for two years, and now resides in the Greenhaven area at Bear Flag Elementary through Proposition 39.

In Year Four of the operation of the school (2006-07), students were added in not only the lower grades (5<sup>th</sup>-6<sup>th</sup>) but in the 7<sup>th</sup>-8<sup>th</sup> grades as well. As a result, the size of the school nearly doubled. While initially helping the school in terms of revenue and enrollment, it went against the design plan of the school and had a significant negative impact on the school's culture and academic achievement scores. The classroom climate changed – which led to a less than optimal classroom environment that undermined the carefully developed and hard fought efforts to develop a positive culture of achievement and student accountability. The school's API dropped to its lowest to date that school year – 614. Getting away from the initial plan of growing students from the “bottom up” beginning in 5<sup>th</sup> and 6<sup>th</sup> grade and adding only a minimal number of students to the upper grades added more students to the school's enrollment in the short

term but had more lasting negative effects in the longer term, including lower academic performance and undermining the culture. Many of the newly added 7<sup>th</sup> and 8<sup>th</sup> graders left before the end of the school year.

Parents who sought the school in Years 3 and 4 (2005-06 & 2006-07) seemed desperate to not lose their children to negative peer pressure and low expectations they felt their children experienced in their neighborhood public schools. In an effort to provide the opportunity to as many students as possible from the community the decision was made to open up enrollment to more students and try to help as many of them get into good high schools in preparation for college as possible.

Parents were initially grateful for giving their children a chance to attend a school that would prepare them for college – despite their children’s sometimes poor academic record history of documented discipline issues. In retrospect, S.A.C. Prep was beginning to be seen, as a “last chance” school for troubled, low performing, or hard to reach students. While some segment of S.A.C. Prep’s student population has always been this group of students, adding them in 7<sup>th</sup> and 8<sup>th</sup> grades often proved to be ineffective. Near the end of the 2006-07 school year, the Principal, staff, and Board of Directors assessed the impact to the quality of the program and the following decisions were made:

- 1) Limit the number of students added to the upper grade
- 2) Focus on teacher retention;
- 3) Develop and implement a more thorough, new-student induction process
  - a. having a home visit by an administrator or faculty member;
  - b. having prospective students do “shadow days” at S.A.C. Prep, spending a half or whole day attending S.A.C. Prep classes, and attending a new student orientation; and
  - c. Adopting a school wide formative assessment system (Interim Assessments).

As a result, the school has made significant gains since the charter was renewed. In the fall of 2008, the CST results demonstrated that SCUSD’s decision to renew the charter was a good one. See below for the API gains made each year since the new strategies were implemented (See Appendix B).

S.A.C. Prep has also achieved other goals of the plan including limiting the number of new students taken off of the wait list in grades 7 and 8 to no more than 10 overall for the past three years. Two of our longest tenured teachers are in their 6th year. The student induction process has meant that more students are retained for the entire school year. And finally, the formative assessment program adopted by the school has empowered the faculty and students to show continued improvement and mastery of the state standards and curriculum. The controlled growth in enrollment for the upper grades has led to a more positive learning environment but an overall decline in enrollment over the last three years as S.A.C. Prep has gone from having two classes of 8th graders to just one class for the past three years.

## **MISSION AND VISION**

The **mission** of Sol Aureus College Preparatory (S.A.C. Prep) is to develop in its students the knowledge, skills, and habits necessary to compete and succeed in college and in life. Increasingly, S.A.C. Prep has seen the need for career exploration and preparation. In other words, exposing students to the variety of career opportunities out there to help students better align career goals with their educational path. In essence, S.A.C. Prep staff is much more deliberate about making the pathway to college and careers more explicit.

Sol Aureus achieves its mission by focusing on classroom instruction, school culture, and enrichment activities that are aligned to the goals of college and career preparation. The school culture is defined by the school values of **Preparation, Respect, Responsibility, Community, and Excellence**. Sol Aureus creates a positive and supportive learning environment of high expectations for **all** of its students. The commitment to classroom instruction is seen through a commitment to identifying, recruiting and selecting reflective and resilient teachers and supporting their continued growth as professionals through ongoing, site-based professional development.

The **vision** of Sol Aureus College Preparatory has four major components:

- (1) To develop in its students the knowledge, skills, and habits necessary to succeed in college preparatory high schools, four year colleges and the competitive world beyond;
- (2) To help students begin the process of aligning their passion and goals with educational and career options and experiences.
- (3) To develop a professional environment of teaching and learning that utilizes data and the latest tools and technology to not only drive instruction but to create innovative approaches to instruction.
- (4) To be an anchor for community development in a community or that serves a community of need.

Students use the knowledge and tools they develop at Sol Aureus to create and realize individual goals of achievement for academics and for life. Indicators for student success are: high school admissions, achievement in high school college preparatory courses and Advanced Placement courses, high school graduation rates, as well as college acceptance, entrance, and graduation data for all of its students. Sol Aureus focuses on results – student performance, quality instruction, and life skills.

## **MEANS TO ACHIEVE MISSION AND VISION**

Sol Aureus College Preparatory achieves its mission and vision by continuing to implement the original principles of its initial charter based on KIPP's (Knowledge Is Power Program) Five Pillars:

1. **High Expectations.** Sol Aureus College Preparatory has explicit criteria for observable high expectations through academic achievement and conduct measures that 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 & Commitment.** Students, their parents, and the faculty of Sol Aureus College Preparatory are part of the school by choice. No one is assigned or forced to attend the school. Everyone makes and upholds a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** Sol Aureus College Preparatory knows that ***there are no shortcuts*** when it comes to helping educationally underserved students succeed academically. A longer school day, a longer school year, and earlier start means more time for students at Sol Aureus College Preparatory to acquire the academic knowledge, skills, and habits, as well as broad extracurricular experiences that prepare them for college and life.
4. **Power to Lead.** The School Leader of Sol Aureus College Preparatory is an effective academic and organizational leader who understands that there are no great schools without great school leaders. The School Leader has control over the school budget and personnel, allowing him/her to swiftly move dollars or make staffing changes in order to be more effective in helping students learn.
5. **Focus on Results.** Sol Aureus College Preparatory focuses unrelentingly on results. Student achievement on tests and other objective measures will be analyzed to drive instruction. The school does not make excuses based on demographics and expects its students to compete at our city and nation's best high schools and colleges.

The key components of the school's program are summed up in KIPP's motto, "**THERE ARE NO SHORTCUTS**" – words that apply to administration, faculty, students, and parents alike. Sol Aureus uses both internal and external accountability measures and indicators to constantly ask if it is, indeed, doing all it can to serve students and families and is achieving the goals spelled out explicitly in the mission.

## ***Partnerships***

Through the first eight years, S.A.C. Prep has continued to build a coalition of community organizations, schools, and individuals who support the work of the school:

***KIPP Foundation*** – Provided initial support, training, model, and start-up funding for Alton Nelson, the founder, and the school. The KIPP Foundation is a national, non-profit organization whose mission, like that of Sol Aureus College Preparatory, is to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top quality high schools, colleges, and the competitive world beyond.

***SCUSD*** – The District has provided support and guidance by way of approval and renewal of the charter, Special Education Services, and Nutrition Services. Through three superintendents and numerous changes on the Board, SCUSD has continued to champion the school and its successes. The current Superintendent, Board Members, and SCUSD staff have visited the school and attended special events such as the Open House celebrating the co-location with Freeport Elementary. Diana Rodriguez, the Board representative for the Meadowview community has been a consistent advocate for the school. SCUSD staff have also helped out with grants, CELDT testing and other topics as they have come up. Most recently, SCUSD and S.A.C. Prep are partnering with a community organization in Meadowview, New Hope Community Development Corp., on an ASES grant that allows S.A.C. Prep students to get additional tutoring and enrichment after school a vital service to S.A.C. Prep students and parents.

***Councilmember, Bonnie Pannell*** – Councilmember Pannell has been a consistent champion for the school – attending school events, writing letters of support for grant request, and convening key players and advocating on our behalf for facility space in Meadowview.

***Sacramento State University*** – Through a program called the Health Professions Pipeline Project, Sac State faculty and staff have linked S.A.C. Prep to an SCUSD high school – Health Professions High School and the college itself in an effort to support and illicit interest in health professions and health profession education subject matter such as science and math. S.A.C. Prep students visit Health Professions High School and the college getting tours of both. S.A.C. State students tutor S.A.C. Prep students, answer questions about college in a panel discussion, and lead them in lab experiments at Sac State and S.A.C. Prep such as dissecting cow intestines.

***New Hope Community Development Corporation*** – New Hope was an early supporter of S.A.C. Prep, allowing the school to be temporarily housed at their site in Meadowview while tenant improvements were taking place at Genesis church. They helped recruit students and currently provide tutors and mentors through their afterschool program, Jumpstart.



***Christian Brothers, Jesuit, and Cristo Rey High Schools*** – These three private high schools have been extraordinarily generous to our students and families – everything from granting admission and financial aid support to doing school visits and providing scholarships for their summer programs and fee waivers for application fees.

***Girl Scouts of the Heart of Central California*** – The Girls Scouts have provided a positive outlet for our girls through their lunchtime program. It is very popular.

***The Pannell Center*** – The staff makes rooms available upon request and alerts us of student issues that come to their attention during their afterschool program or events.

## **STUDENTS**

Sol Aureus College Preparatory operates under the belief that all students should have access to rigorous instruction in their communities as well as knowledge of and exposure to college and career pathways. To that end, S.A.C. Prep's high expectations, rigor, and extended time model provides an opportunity for historically underserved children to utilize public education as a means to personal achievement. Historically, over 95% of students from Sol Aureus come from minority groups and 80% qualify for the federal National School Lunch Program.

Sol Aureus College Preparatory has served in two of the District's most educationally underperforming neighborhoods – Oak Park and Meadowview. For the past eight years, Sol Aureus College Preparatory has served students in grades five through eight, and now serves grades kindergarten through eight in the Greenhaven neighborhood.

## ***BECOMING A 21<sup>ST</sup> CENTURY LEARNER***

The educational program of Sol Aureus enables students to become self-motivated, competent lifelong learners. Students and families that collectively adhere to the founding Five Pillars and Commitment to Excellence Form ("the contract"), achieve academic and personal success. At Sol Aureus College Preparatory, becoming a 21<sup>st</sup> Century learner has meant:

- I. Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of language arts, math, science, and history.
- II. Students gain exposure to and begin preliminary preparation for careers and additional post-secondary educational options.
- III. Students develop basic computer literacy.

- IV. Students develop a combination of habits of intellect and character to guide them in making decisions and using good judgment in future endeavors.
- V. A love for reading for pleasure and knowledge are encouraged and supported.
- VI. Students give their time and support to help others in the greater community.
- VII. Students develop fundamental financial skills such as basic accounting, financial budgeting, and financial investing.

Sol Aureus also links regular classroom instruction and extended hours by housing its program in one location, providing instruction by a dedicated faculty and by implementing a unified curriculum interwoven throughout the day from 8:00 a.m. to 3:00 p.m. Monday through Friday, the ASES funded after school program, Jumpstart, providing snacks, academic support/homework help, and enrichment, and an earlier start than traditional schools in mid-August.

### ***HOW LEARNING BEST OCCURS***

Sol Aureus College Preparatory aligns its curriculum objectives to the California Content Standards adopted by the California State Board of Education. The school's focus is not to change what the state feels are appropriate academic outcomes, but rather to ensure that all students master all areas of the California Content Standards. Teachers work with the School Leader to determine the curricula that will best match student needs. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The school's expectation is to ensure that mastery of the state standards is achieved. Mastery is necessary to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs. This is accomplished by having a longer school day, week, and year.

Sol Aureus College Preparatory combines the California Content Standards with "best practice" pedagogical methodologies that have proven successful in established public schools from around the country. The state standards are supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Clear and specific academic objectives are identified and tracked for each student.

The content of the Sol Aureus curriculum focuses on the necessary remediation of basic skills, when applicable coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, Sol Aureus provides standard, age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Visual-Performing Arts at each grade level. These courses are supplemented by a California Standards and a web-based program that allows students to work at

their own pace, classes that provide extra time for critical thinking skills and advanced curriculum, and includes eighth-grade Algebra in preparation for entering the Honors/AP track at college preparatory high school programs.

Research has shown that the achievement gap begins between birth and Kindergarten. Students from families with higher levels of education and higher household incomes are exposed to as many as 5 times as many words as students from low income families have heard before they start school in Kindergarten. The result of this gap for students on the low end is that they come to school less academically prepared to read, comprehend, and compute as readily as their peers from more educated and more affluent households. Not counting students with learning disabilities, academic readiness by Kindergarten is a significant reason the gap begins and persists unless explicit attempts are made to close this gap as quickly as possible.

To this end, the drive to start earlier is critical to closing the achievement gap and will allow students to catch up faster and be better prepared to meet the challenges of rigorous, competitive high schools and post-secondary school options such as college, professional, and vocational schools. Beginning in Kindergarten students will learn to master the “basics” such as site word recognition, phonemic awareness, and blending sounds with regard to developing strong literacy skills; and students will master mathematical operation skills such as adding, subtracting, division, multiplication, number sense, basic algebra and geometry, and problem solving. These foundational skills help students respond effectively to the increasing rigor students will face as they move in to the middle grades, high school, and college.

The basic framework of the school day is expected to continue to break down as follows:

#### Kindergarten

Students arrive by 7:30 a.m. for breakfast. Instruction begins at 8:00 a.m. with Responsive Classroom protocols for “morning meetings”. At 12:00 p.m. students begin their afternoon “work time” that combines direct instruction with individual work time. Work Time ends at 3:00 p.m. followed by snack time until 3:15 p.m. The Jumpstart staff (ASES afterschool program) begins academic extension with a literacy and math focus followed by an enrichment activity. Students can be picked up between 4:00 and 6:00 pm unless the Kindergarten teacher requests students to stay for more academic extension work time.

#### 1<sup>st</sup>-4<sup>th</sup> Grades

Students arrive between 7:15 a.m. and 8:00 a.m. Breakfast is served at 7:25 a.m. Instruction begins at 8:00 a.m. At 8:15 a.m. Responsive Classroom protocols for “Morning Meeting” begin. At 8:30 a.m. core instruction begins with 2 core classes in the morning with a recess break in between, followed by lunch at 11:30 am. At 12:00 Noon the afternoon session of core classes takes place with an afternoon recess. The regular school day ends at 3:00 pm. Students then attend Jumpstart from 3:00 to 6:00 pm for snack, homework support and

academic intervention, and end the period with enrichment activities. Students can be signed out between 4:30 and 6:00 by their parent or guardian.

#### 5<sup>th</sup>-8<sup>th</sup> grades

Follow the same schedule as the 1<sup>st</sup>-4<sup>th</sup> graders. 5<sup>th</sup> and 6<sup>th</sup> graders continue Responsive Classroom Protocols for their “morning meeting”, while the 7<sup>th</sup> and 8<sup>th</sup> graders engage in CPR (Circle of Power and Respect) morning protocols for their morning meeting. Another difference is that 5<sup>th</sup>-8<sup>th</sup> grade students move between two teachers instead of one self-contained classroom – one teacher for math and science and one teacher for English Language Arts and Social Studies.

We plan to break up the grade levels social-emotionally and academically in the following way:

K-2<sup>nd</sup> Grades – The **Primary Foundations** cluster looks to build basic skills and knowledge base with assessments of how successful this has been through classroom assessments, Study Island practice and data (web-based, standards aligned, individualized system), systematic benchmark assessments, and the California Standards Test in the 2<sup>nd</sup> grade as important benchmark data to assess whether or not students are making significant progress towards mastery and proficiency. This cluster will help students learn: *How do I learn?*

3<sup>rd</sup>-6<sup>th</sup> Grades – The **Elementary** cluster looks to build and continue to expand basic skills in reading comprehension, writing, computation, number sense, ratios and proportions, and problem solving in order to prepare them for the building rigor that awaits them in the 7<sup>th</sup> and 8<sup>th</sup> grade standards. A variety of classroom, school-wide, and state assessments will be used to monitor progress as well as Study Island. This cluster will help students learn: *How do I learn, what I need to get better at, and how do I do it?*

7<sup>th</sup>-8<sup>th</sup> Grades – The **College and Career Challenges** cluster will increasingly offer rigor and challenges, social-emotionally and academically, by allowing students to increasingly test their mastery of the Primary Foundation and Elementary Cluster. Some examples are that students will be allowed to take Algebra in the 7<sup>th</sup> grade if they can demonstrate a high level of mastery in math by the end of their 6<sup>th</sup> grade year. Students will also be offered a multitude of leadership, interscholastic and artistic opportunities through sports teams, clubs, student government, spoken word performances, and college and career exploration opportunities. This cluster will help students learn: *How do I demonstrate mastery of what have learned and apply it to my life?*

Each cluster builds towards the next level with the 7<sup>th</sup> and 8<sup>th</sup> grade cluster being prepared to compete and succeed in competitive high school programs, college, and other post-secondary opportunities.

One challenge the school will take on over the next few years will be to transition from the California State Standards to the national Common Core Standards. With these standards will come new textbooks, new material, new skills to emphasize and adapt effective teaching strategies for both teachers and

students. All Faculty (Kindergarten-8<sup>th</sup> grades) will continue to begin “with the end in mind” by using the California Standards Test Blueprints to help them plan backwards. School-wide Benchmark assessments will be aligned to a pacing schedule that insures students will be taught, exposed to, and get sufficient practice with the standards assessed on the CST. As Kindergarten and 1<sup>st</sup> Graders do not have CST’s, school generated benchmarks will be designed to assess student growth in learning the state standards over the course of the school year.

The curricular approach for a more comprehensive K-8<sup>th</sup> grade program includes teaching the state standards in the four core areas of English-Language Arts (Reading and Writing), Mathematics, Science, and Social Studies (History) at every grade level. A core strategy that has been very successful at helping S.A.C. Prep students to make significant gains over the years is the notion of “effective practice” and repetitions. Effective practice includes having guided practice and independent practice with sufficient support, feedback, and intervention to allow students to begin to understand how “take something apart” – a math problem, a sentence, a chemical equation – in order to know how to build it back up again. The ability to do this is essential in understanding material on a deeper level, being able to repeat it, and apply it. The second part of this includes getting enough repetition so that it builds a sufficient amount of confidence to do it repeatedly at varying degrees of difficulty (rigor).

Therefore, instructional practices and the structure of the day will allow as much as possible for more time for core classes such as English Language Arts and Math – subjects that are interwoven through all content areas. English and Math courses are expected to be 90 minutes at least 4 days a week and 60 minutes on Friday. Allowing time for “effective practice” within the classroom setting is critical as teachers can monitor student understanding while the knowledge is still being formed. It also will allow for time within the core instructional time to differentiate instruction with a mix of small groups, group work, and the utilization of technology to get real time feedback on how students are progressing. For example, each student will be able to use a handheld response device linked to the teacher’s computer and linked into Study Island so that when students are asked a question in class by the teacher using Study Island to check for understanding, the device will register every individual student’s response and provide that data instantly for the teacher and class to view and analyze. In addition to the handheld response devices, S.A.C. Prep has established a computer lab that will be available to all students. Classes will be scheduled for weekly visits to the computer lab. Where teachers can conduct technology-based lessons and provide an opportunity for students to use the computers. Classes will be scheduled for a minimum of 1 hour a week and will be able to request additional time when the computer lab is not in use by another class. There will also be days designated for use of the computer lab before, and after, school to allow students additional time for research, projects, and assignments.

S.A.C. Prep will generally use state adopted textbooks and supporting materials to help deliver instruction in K-4<sup>th</sup> grades: 1) ELA, Open Court, 2) Math, Scott

Foresman, 3) Science, MacMillan McGraw Hill, and 4) Social Studies, MacMillan McGraw-Hill. In grades 5 - 8: 1) ELA, Pearson, Prentice Hall & Step-up to writing program, 2) Math, Macmillan/McGraw Hill, McDougal-Littell, 3) Science, Glencoe, 4) Social Science Houghton Mifflin, Pearson, McDougal Little. All textbook materials will need to be adapted to CA and the Common Core Standards.

***A Typical Day in the Life of a S.A.C. Prep Student – Kindergarten - 4<sup>th</sup> Grade***

<b>Kindergarten Schedule</b>				
	<b>UC San Diego</b>	<b>Stanford</b>	<b>UC San Diego</b>	<b>Stanford</b>
	<b>Monday - Thursday</b>		<b>Friday</b>	
<b>7:30 – 8:00</b>	Breakfast	Breakfast	Breakfast	
<b>8:00 – 8:15</b>	Morning Meeting and HW check		Morning Meeting and HW check	
	9:00 – 9:25 PE	Recess	9:00 – 9:25 PE	Recess
	Recess	9:25 – 9:50 PE	Recess	9:25 – 9:50 PE
<b>9:50 – 10:00</b>	Snack / Break		Snack / Break	
<b>10:00 – 11:20</b>	ELA	ELA	ELA 10am - 11am Community Mtg.	
<b>11:20 – 11:45</b>	Lunch		Lunch	
<b>11:45 – 12:00</b>	Recess (Teacher Supervise)		Recess (Teacher Supervise)	
<b>12:00 – 1:00</b>	Math	Math	Math	Math
<b>1:00 – 2:10</b>	History /Science	History / Science	History /Science	History / Science
<b>2:10 – 2:25</b>	Recess (Teacher Supervise)		Recess (Teacher Supervise)	
<b>2:25 – 2:45</b>	Enrichment	Enrichment	Enrichment	Enrichment
<b>2:45 – 2:50</b>	Clean up	Clean up	Clean up	Clean up
<b>2:50</b>	Dismissal		Dismissal	

<b>S.A.C. PREP Kindergarten Instructional Minutes</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total Minutes</b>
<b>ELA</b>	80	80	80	80	60	<b>380</b>
<b>Math</b>	60	60	60	60	60	<b>300</b>

<b>1st &amp; 2nd Grade Class Schedule</b>		
	Monday - Thursday	Friday
<b>7:30 – 8:00</b>	Breakfast	Breakfast
<b>8:00 – 8:15</b>	Morning Meeting and HW check	
<b>8:15 – 9:15</b>	ELA	ELA 8:15 - 9:00
		Community Mtg. 9am - 9:25am
<b>9:15 – 9:25</b>	Optional Break	Optional Break
<b>9:25 – 10:20</b>	ELA	ELA
<b>10:20 – 10:35</b>	Recess	Recess
<b>10:40 – 11:15</b>	PE	PE
<b>11:15 – 11:30</b>	DEAR	DEAR
<b>11:30 – 11:50</b>	Lunch	Lunch
<b>11:50 -12:50</b>	Math	Math
<b>12:50 – 1:05</b>	Recess with Teachers	Recess with Teachers
<b>1:05 – 1:55</b>	Science	Science
<b>1:55 – 2:45</b>	History	History
<b>2:45 – 2:50</b>	Clean up	Clean up
<b>2:50</b>	Dismissal	Dismissal

<b>S.A.C. PREP 1st &amp; 2nd Grade Instructional Minutes</b>						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Minutes
<b>ELA</b>	115	115	115	115	100	<b>560</b>
<b>Math</b>	60	60	60	60	60	<b>300</b>
<b>Science</b>	50	50	50	50	50	<b>250</b>
<b>History</b>	50	50	50	50	50	<b>250</b>

	Class Schedule Grades 3 & 4			
	Grade 3		Grade 4	
	Monday - Thursday		Friday	
7:30 – 8:00	Breakfast		Breakfast	
8:00 – 8:15	Morning Meeting and HW check		Morning Meeting and HW check	
8:15 – 10:00	ELA	ELA	ELA 8:15 - 9	ELA 8:15 - 9:45
			3 <sup>rd</sup> grade Community Mtg @ 9 - 9:25	
			ELA 9:25 - 10	4 <sup>th</sup> grade Community Mtg @ 9:45 - 10:00
10:05 – 10:35	PE / Teacher Prep		PE / Teacher Prep	
10:35 – 11:00	Recess		Recess	
11:00 – 11:30	Math	Math (11:00 – 11:50)	Math	Math (11:00 – 11:50)
11:30 – 11:50	Lunch	Break (11:50 – 12:00)	Lunch	Break (11:50 – 12:00)
11:50 – 12:00	Break with Teachers	Lunch (12:00 – 12:20)	Break with Teachers	Lunch (12:00 – 12:20)
12:00 – 1:00	Math	Math (12:20 – 1:00)	Math	Math (12:20 – 1:00)
1:00 – 1:50	Science	Science	Science	Science
1:50 – 2:05	Recess with Teachers		Recess with Teachers	
2:05 – 2:45	History	History	History	History
2:45 – 2:50	Clean up	Clean up	Clean up	Clean up
2:50	Dismissal		Dismissal	

S.A.C. PREP 3rd & 4th Grade Instructional Minutes						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Minutes
<b>ELA</b>	145	145	145	145	80	<b>660</b>
<b>Math</b>	90	90	90	90	90	<b>450</b>
<b>Science</b>	50	50	50	50	50	<b>250</b>
<b>History</b>	40	40	40	40	40	<b>200</b>

### ***A Typical Day in the Life of a S.A.C. Prep Student – 5<sup>th</sup>-8<sup>th</sup> Grade***

#### **Class Schedule Features**

**“Late Start”** – Research has shown that the dynamic adolescent brain is undergoing a myriad of physiological and emotional changes during the middle school years. A later start time allows their brains to “wake up” and be more receptive to learning. The start time will benefit all students – K-8.

**“Block Schedule” Format** – The class schedule is a hybrid “block schedule” where the order of the classes alternate and allow for weekly All-School Assemblies. For example, Algebra is the first class of the day on Tuesdays and Thursdays for the 8<sup>th</sup> graders. It increases the chances that a teacher will have some time each week to work with students at a time when they are most alert –



whether that is in the afternoon or morning). Although, S.A.C. Prep teachers still review discipline data (see times of the day and days of the week when issues come up in class) and make adjustments to their lesson plans accordingly. The lower grades schedule (K-6) will be less dynamic.

***Transitions Between Classes*** – When students transition between classes, students must also shake the hands of their teacher and greet them as they enter the room to practice interacting with adults in appropriate and positive ways. It also gives the teacher useful information about the students before the class begins.

***All School Meeting*** – Held once a week on Fridays, all school meetings help reinforce school spirit and values and celebrate student achievement and attained goals.

### **Typical Class Examples**

In English, for example, the student may start off the class with Board Language or be given a paragraph to edit on their own before they are asked individually to come up to the Board and correct it. The class then moves to a close reading of Othello. The class may begin by reviewing the main characters, plot, and conflict at the point in the play they are reading. Students take turns reading the passages aloud. The teacher mentions that students will be able to volunteer to read for parts in the play when they act it out later in the week. The teacher makes reference to a presentation he did on the history of the Moors in North Africa and the Mediterranean Sea making the connection to history. Students end this activity by being given the homework for the night with questions about today's reading. The closing activity is a writing assignment on the theme discussed during the class of Othello that uses an open ended question with embedded Higher Order Thinking skills. The teacher uses an overhead to show examples to the class and performs guided practice before allowing the students to work on the assignment independently.

In Algebra 1, students are given the Quadratic formula to memorize and told they will be quizzed on it at the end of the week. The teacher collects the homework and goes over problems in class that students may not have understood. The teacher then uses the projector connected to his laptop to show a quick demonstration of the uses of the quadratic formula using a short video clip on a website he found that stores exemplar lessons on math and rated by math teachers. The teacher then asks students to come to the overhead projector to solve the problems as part of the guided practice portion of the lesson. Students are then given an opportunity to put themselves in groups to do some of the problems together as part of their independent practice. Some students are working in groups while a small group of students are using four laptops in the room to complete assignments posted by the math teacher on Study Island (web-based and CA content standards-based, tutorial program).

## **College Prep Features**

Each class is named after a college. The current roster of colleges represented are:

- *Stanford (Kindergarten, Class of 2025)*
- *UC San Diego (Kindergarten, Class of 2025)*
- *UCLA (1<sup>st</sup> Grade, Class of 2024)*
- *CSU, Stanislaus (2<sup>nd</sup> Grade, Class of 2023)*
- *Sacramento State (3<sup>rd</sup> Grade, Class of 2022)*
- *UC Santa Cruz (4<sup>th</sup> Grade, Class 2021)*
- *University of Oregon (5<sup>th</sup> Grade, Class of 2020)*
- *Washington State University (6<sup>th</sup> Grade, Class of 2019)*
- *Chico State (7<sup>th</sup> Grade, Class of 2018)*
- *Northwestern University (8<sup>th</sup> Grade, Class of 2017)*

**Field Lessons** – Annual field trips to colleges are arranged. The previous class of 8<sup>th</sup> graders took a trip to Eugene Oregon to visit the University of Oregon in early August. The trip was arranged by a S.A.C. Prep Board of Directors member who is an Oregon alumnus. Another Board Member has adopted Chico State and arranged to have his alma mater adopt this class. Students in each class have made up their own chants and songs to show their pride for use in All-School Meetings. The goal is to expose students to as many things “college” as possible.

**College Friday** – Students are encouraged to wear “college gear” on Fridays such as college t-shirts and sweatshirts instead of their uniform tops and sweatshirts. Students can purchase and earn college gear by collecting Sol Stamps. Stamps can be redeemed at the Student Store (once every 6-8 weeks).

## **Promotional Standards**

Proficiency of the objectives at each grade level is the basis for promotion. Students must have a “C” average or better to be promoted, have passing grades in all classes in the last Trimester. 8<sup>th</sup> grade students not passing their classes after the 1<sup>st</sup> and 2<sup>nd</sup> Trimester must choose one of three options to demonstrate the minimum level of mastery of the content in order to be eligible to participate in the promotion ceremony for 8<sup>th</sup> grade. Teachers assess a student’s progress on a quarterly basis in order to gauge whether the student is meeting the objectives throughout the year. Parents and students also have access to the school’s web portal page that includes the teachers’ grade books where students and parents have access to student grades in all of their classes anytime of day (where there is access to the Internet). A conference with a parent to hear their concerns is also another way promotion is addressed at Sol Aureus.

The program design of Sol Aureus is to ensure that all children succeed. Sol Aureus continuously examines the success of the program and makes changes to improve its design from time to time. For example, the extended day is intended to provide teachers with the time needed to do remediation work

when necessary. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern. Students who continue to struggle are provided with a specific plan with their teachers where there is a concern, along with a checklist parents can use to help support their children at home. The finals in each subject are aligned to California Standards.

In addition to progress reports, in-class tests and teacher observations, students' California Standards Test scores, and where applicable, the California English Language Development Test (CELDT) test scores are also taken into account for promotional purposes.

### ***Schedule and Academic Calendar***

More time on task is central to the success of Sol Aureus students. Students attend school Monday through Friday from 8:00 a.m. to 3:00 p.m. – and until 6:00 pm for Jumpstart. Nine hours each weekday, and two extra weeks in August at the beginning of the school year enables Sol Aureus College Preparatory students to achieve remarkable academic and social progress. The majority of students stay until at least 5:00 pm everyday to meet with their teachers and get help with their homework.

#### **6:30 a.m. (Doors Open)**

School doors open with some students arriving to help out in classrooms or work on assessment and remedial programs on laptops.

#### **7:30 a.m. (Breakfast)**

Breakfast is served. Students work on morning work as well.

#### **7:50 – 8:00 a.m. (Homeroom)**

Sol Aureus College Preparatory students have time to get their materials, read, work on Study Island and get prepared for the day if they arrive early.

**8:00 – 8:30 a.m. (CPR)** – Students participate in CPR (see earlier description) to start the day and build social-emotional capacity in the students.

#### **8:30 a.m. – 3:00 p.m. (Core Academic Subjects and Reading)**

For the majority of the day, students are engaged in the standard curriculum areas of English language arts, mathematics, science, social studies, fine arts, foreign languages, and thinking skills.

#### **3:00 p.m. – 6:00 p.m. (Jumpstart: Snack, Study Hall & Enrichment)**

Kindergarten - 8<sup>th</sup> grade students begin Jumpstart Study Hall and an Enrichment Period in which they receive a daily snack and have the option of working on homework; receiving individualized tutoring from teachers, or participating in group projects. Students who are not performing up to academic expectations forego the enrichment period. Instead, these students receive remedial instruction and study hall during this period. Students in the primary grades take

part in a variety of fun and engaging enrichment activities – from art projects to learning games on computers. Fifth through 8<sup>th</sup> grade students who are in good academic and behavioral standing engage in a variety of extracurricular activities such as basketball, guitar, chess, Spanish and art, dance, and service projects.

## ***Annual School Calendar***

Sol Aureus surpasses the Sacramento City Unified School District's calendar of minimum days beginning in August, two weeks before Labor Day. The summer component commences prior to the beginning of the school year (typically August – see Appendix F) for a sample annual school calendar and schedule.

### ***Early Start***

All students at Sol Aureus College Preparatory begin the school year before Labor Day. Starting earlier provides Sol Aureus students, parents, and teachers with a head start in preparing for the upcoming academic year. The program is not designed as summer school for those students who failed to perform adequately during the regular school year, but rather as an introduction to the upcoming school year and an orientation for incoming students.

Work in the summer is divided into two components. The first segment contains a two-week long staff development program that provides Sol Aureus teachers with an opportunity to design their goals, objectives, and curriculum for the upcoming school year. Home visits are also scheduled beginning in the spring of the previous year, commencing again in August and going through the fall.

The second component of the summer work is the early start students get in terms of becoming acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of English-Language Arts, Mathematics, Science, and History-Social Science.

Students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students are welcomed into the culture, and learn what it means to be a Sol Aureus student through introductions to songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children learn what year they will enter college, and will begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at Sol Aureus College Preparatory and at the best high-schools and colleges in the country.

### ***Special Education Students***

The Special Education population in its first eight years has not exceeded 10% of the total student population of Sol Aureus College Preparatory. Students have generally come in with an IEP or 504 plan/designation. Sol Aureus teachers are made aware of student IEP plans as well as receiving ongoing training to make sure that instruction and assessments are aligned with identified learning differences spelled out in a student's IEP's. Sol Aureus staff make sure to adhere to the annual reviews of students with IEP's to make sure that their files are current and learning goals updated. Sol Aureus administration and staff meet all guidelines set out in the IEP that are appropriate.

Because there are not enough students to warrant it, Sol Aureus has not assigned a full-time teacher by the SELPA (SCUSD in this case). Historically, students with IEP's have received services in the following manner: Sol Aureus teachers making accommodations in a Least Restrictive Environment (or regular "mainstream" classroom setting) with limited "pull out" time to receive additional services by a trained and certificated teacher. In years 1-4, Sol Aureus received the benefit of an itinerant teacher who spent 2-4 days a week meeting individually with students addressing the learning goals laid out in the student's IEP. This teacher would also consult with the administration and faculty about additional strategies and updates regarding student performance and making progress towards attaining IEP goals.

Sol Aureus has an established referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails written parental request and/or consent, search and serve, a Student Study Team, referral, assessment and IEP review. Currently, there are no students who have received this designation after the review process has been started.

### ***Child Find***

All Sol Aureus students are tested as a preliminary measure to determine if a referral for assessment is needed. Additionally, as part of the enrollment process, all parents are asked to provide information indicating whether or not they have a current IEP or suspect their child has an unidentified learning difference. Sol Aureus will respond to all parent requests for evaluation by developing an assessment plan. The Principal and staff will also identify any students in need of a pre-referral intervention plan, and work with the School Leader and faculty to establish a Student Study Team for that student.

A Student Success Team composed of the student requiring special education services, that students' parent or guardian, and the School Leader are responsible for identifying the student's needs and developing a plan to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student's ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they recommend that Sol Aureus refer that student for a formal special education assessment. Written parental consent is required to move forward with the process of requesting an assessment to determine if a 504 Plan or Special Education services are warranted. Generally, the Student Study Team meets and makes adjustments at least one other time before referring a student to an IEP Team (which includes District Special Education staff, a parent, and the School Leader) for assessment. Sol Aureus may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Upon assessment from the trained staff at SCUSD, students either qualify or do not qualify for services.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. Referrals for assessment include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals are responded to in writing by the Principal or Special Education Manager within 15 days. Parents are informed via the Principal or Special Education Manager that special education and related services are provided at no cost to them.

If Sol Aureus concludes that an assessment is appropriate, the parent receives an Assessment Plan. Assessments are done only upon receipt of written parent permission. Parents or guardians may also have requested that Sol Aureus assess their child. In this case, Sol Aureus follows the steps for Search and Serve where a Student Study Team is formed to design a plan for the student making accommodations and specific strategy recommendations to assess whether or not an assessment for special services are needed.

### **Assessment**

The Principal follows the aforementioned procedures, and if it is determined that assessment is warranted, the student is referred to SCUSD Special Education staff will then schedule all of the necessary assessments that will take place. The types of assessments that have been used for determining eligibility for specialized instruction and services include:

- Individual testing;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Sol Aureus College Preparatory follows the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Multiple assessments are delivered by a qualified professional to measure the student's strengths and needs;
- Assessments are delivered without cultural, racial or gender bias;
- Assessments are delivered in the student's primary language, unless a qualified interpreter is provided;
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable in the disability.

The SCUSD Special Education staff works with the Sol Aureus staff to schedule coordinate and facilitate the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting.

### **Development and Implementation of IEP**

If it is determined by the IEP Team that that the student is eligible for special education services under IDEA, they are given an IEP. If the student is eligible for services, Sol Aureus and the SCUSD Special Education staff (the SELPA for Sol Aureus) provides those services as much as is appropriate according to the student's IEP, which will specify the instruction and services the student shall receive. Students at Sol Aureus who have IEP's are served in the Least Restrictive Environment (LRE) Sol Aureus staff are also trained in following



the guidelines of observance, implementation, and compliance with IDEA and other school/SCUSD guidelines and procedures applicable to Special Education or determination of a student warranting Special Education services.

Each student with an IEP has an IEP team that oversees the implementation and progress of the IEP. The IEP team at Sol Aureus usually consists of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Principal;
- The student's teachers who are familiar with the curriculum appropriate to that student;
- Special education professionals qualified to interpret assessment results; and
- An SCUSD Special Education staff representative,.

Others familiar with the student are invited as needed. For example, if a student or family is receiving additional counseling and support services from an outside agency, with the parent's request and consent, this agency can send a representative to the meeting Sol Aureus views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP is given to the parent.

Upon the parent or guardian's consent, the IEP is implemented by Sol Aureus College Preparatory. The IEP includes all required components and be written on the Sacramento City Unified SELPA forms. Some of the elements the IEP consist of may include:

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored; and
- Transition goals for work-related skills.

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior; and
- A manifestation determination meeting occurs no later than 10 days after a decision to impose a change in placement.

### **IEP Review**

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Sol Aureus has thirty days, not including school vacations greater than five days, to hold the IEP meeting.

### **Reporting**

Sol Aureus collects and maintains the following information on students with IEP's:

- Students being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of the Sol Aureus Principal or Special Education Manager. The School Leader ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The School Leader oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

### **Due Process and Procedural Safeguards**

Parents or guardians of students with IEP's at Sol Aureus must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the school within five days, after which a meeting between the parent and school is scheduled to seek resolution of the disagreement. At any point, the parent(s) or guardian(s) has the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

### **Complaint Procedures**

Parents or guardians also have the right to file a complaint with the District, and California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

### **Special Education Strategies for Instruction and Services**

Sol Aureus College Preparatory complies with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Sol Aureus mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through 's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP are built around the student's needs and

how these fit within the general educational program of the school. The instruction outlined in each student's IEP are delivered by personnel qualified to do so.

Notwithstanding the foregoing, Sol Aureus will revise its policies, procedures and practices to conform with current legal requirements and the policies of the SELPA within which it operates.

### ***Special Education Funding***

Sol Aureus College Preparatory and Sacramento City Unified School District (the SELPA in this case) work together to ensure that a free and appropriate education is provided to all students with exceptional needs, and that Sol Aureus contributes its fair share towards funding those needs.

The District currently collects an encroachment from the Sol Aureus. The charter schools encroachment contribution is expected to be equal to the percentage of general funds encroached by the District to support the Special Education Program for the prior fiscal year for the grades served by Sol Aureus. The annual encroachment percentage collected from Sol Aureus is expected to vary from year to year depending on the District's internal encroachment.

Sol Aureus College Preparatory and the District annually review the fee for services to be provided. Sol Aureus and the District establishes and documents the specific terms of this relationship in an annual fee for service contract and memorandum of understanding. Under the Charter Schools Act, however, Sol Aureus has the right to review its participation in the current SELPA and consider becoming an LEA for special education purposes, but has no current plans to do so.

## ***English Language Learners***

Sol Aureus complies with all federal, state, and judicial mandates for English Language Learners. The school will assign a qualified evaluator to test and assesses the English proficiency of students having an English Language Learner (ELL) label, using the California English Language Development Test (CELDT). Per the CDE requirement, we will also:

- Notify parents or guardians of CELDT results within 30 calendar days following receipt of results from the testing contractor
- Continue to provide translations of notices, reports, statements, and records if 15 percent or more of pupils enrolled speak a single primary language other than English, based on the annual language census data

Sol Aureus has historically served between a 3% and 10% ELL student population and expects that somewhere between 5%-30% of its students will continue to be classified as English Language Learners. The discrepancy in numbers between Sol Aureus and other neighborhood schools seems to be that a higher percentage of African American students attend Sol Aureus at a rate of 3 and 4 to one percentage wise. About a third to half of the Latino population of Sol Aureus has been assessed through the CELDT. That data is collected annually. Because the goal is to help these students with an exceptional education and transitioning them into English Proficiency as soon as possible an emphasis on vocabulary development and reading comprehension is implemented, not only for ELL students, but all Sol Aureus students. Their student progress is tracked through their grades, STAR test results, and teacher meetings to discuss progress of specific students. Some of the classroom library books are in Spanish to continue to develop their literacy skills in their native language to help to continue to assist in acquisition of English language skills. Sol Aureus also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

Sol Aureus has hired faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training. Two current Sol Aureus teachers have this designation – one in Hmong and one in Spanish. In addition, staff are trained in various teaching strategies including scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Students who enter the school with an ELL label are tutored during study hall or the enrichment period. Immersion in the regular classroom is the preferred model for mastering the English language. In addition to immersion in the regular classroom, Sol Aureus has instituted the Imagine Learning English (ILE) project to develop the language, vocabulary, and literacy of our ELL students. ILE employs first language support, gradually withdrawing that support

as students become increasingly proficient in English. Research indicates that English learners must master academic vocabulary, not just basic interpersonal communication skills.

Using ILE, students learn both basic and academic vocabulary, including cross-curricular words common to social studies, science, and math. Individual attention from teachers and parents solidifies student success. ILE includes both comprehensive and parent-specific reports that show teachers where to focus additional instruction, shows parents how to support their child's learning at home, and shows students where they have made improvements.

Each ELL student will spend 30 minutes of the daily English Language Arts class period in the computer lab working with our English Language Development teacher on Imagine Learning English (ILE). The ILE program provides each student with his or her own individualized program. Sol Aureus ensures that all ELL students have access to the core content. In general the first 60 minutes of scheduled ELA time is core instruction. The remaining 30 minutes is used for small group instruction, individual instruction, and additional instruction for ELL students. In addition to the extra time during the school day additional tutoring and instruction is made available for students after school. The following table shows general ELA/ELD instructional minutes:

Grade(s)	Core ELA Minutes	ELD Minutes
K	50	30
1 & 2	85	30
3 & 4	115	30
5 & 6	60	30
7 & 8	60	30

### ***Compliance and Reporting, Identification, Support***

S.A.C. Prep will adhere to applicable federal and state laws regarding in serving ELL students. S.A.C. Prep will adhere to these laws and expectations, as follows:

- All students are given a Home Language Survey upon enrolling identifying potential ELL students;
- Students whose first language is not English will be assessed through the Language Assessment Scales (LAS);
- Students will be identified through their history at S.A.C. Prep and their cumulative file upon transfer
- Once designated, students will be scheduled to take the CELDT test in the early fall with results reported to state and District officials

### ***Limited English Proficient Students***

It will be important for students with Limited English Proficiency (LEP) to be identified quickly and accurately. However, we will not assume that students, where a language other than English is spoken at home, automatically must be determined to be Limited English Proficient. Staff will take special care to assess students accurately drawing on multiple data points to accurately designate them in the proper category.

### ***Instructional Model for LEP and ELL Students***

S.A.C. Prep plans to continue to utilize the Structured English Immersion (SEI) approach for students. SEI is one of the proven best-practice approaches to insuring LEP and ELL students attain proficient language acquisition as quickly as possible within the school context. To this end all ELL and LEP students are:

- “mainstreamed” into regular classes. Students will receive additional tutoring support afterschool and in limited but consistent pull-out to support language acquisition.
- Immersed (with support) in English as quickly as possible.
- Monitored by school staff on their progress in developing English written, comprehension, oral skills.

### ***Monitoring Progress Towards Language Proficiency and Reclassification***

LEP and ELL students will be tested annually through the California English Language Development Test (CELDT). Students will continue to be assessed with the CELDT until they demonstrate proficiency by being reclassified to Fluent English Proficient (RFEP). Ongoing assessment of their new status will be monitored through their CST scores in English, benchmark assessments, and classroom assessments. Students identified in lower grades have a better opportunity to become proficient in English faster – an advantage to being able to begin earlier in the primary grades – Kindergarten through 2<sup>nd</sup> grade.

The ongoing assessment and monitoring of ELL and LEP students will occur in the following manner:

- Continued use of the Language Assessment Scales (LAS)
- Students designated as ELL or LEP will be identified to each teacher.
- Lesson plan and curriculum review will include a check for ELL accommodations as well as any appropriate accommodations for assessments such as allowing assessments to be given orally under certain circumstances.
- The School Director will conduct or assign the Lead Teacher to lead monthly meetings to specifically discuss and track the academic growth of ELL students.
- Monthly meetings will review and discuss data such as grades, assessments scores, benchmark data, and behavior.

- If progress appears to be too slow or impeded, parents will be brought into the process to alert them of the nature of the challenge.

### ***Staffing and Support for ELL and LEP Students***

S.A.C. Prep has had documented success at helping students with ELL designation make progress in their English language acquisition as seen in their rise in CST scores in English Language Arts and improvement in their grades. Two of the four returning staff are non-native speakers with training in supporting ELL and LEP students. S.A.C. Prep will continue to recruit and hire teachers from diverse language backgrounds and with certificates in English for Speakers of Other Languages (ESOL). The Immersion approach by S.A.C. Prep is supported by our curricular approach that, all S.A.C. Prep students, as it assumes that most of our students will need a depth and breadth of vocabulary and language development similar to and closely aligned with ELL students – as many of our students have not had the exposure at home to the volume and rigor of vocabulary as their more affluent peers and their white and Asian peers. In this way, the S.A.C. Prep approach to instruction overlaps with good ELL instructional practices as we assume all students need this level of instruction and reinforcement. Teachers will receive annual and ongoing training on accommodating and teaching to multiple learners, specifically ELL/LEP students.

### ***ELL and ELD Curricular Focus***

ELL students will be supported in our immersion approach with additional ELD standards within the context of their English classes. It will be taught in small groups and based on student need. In addition to the SDIAE approaches mentioned previously, students will receive specific ELD instruction as outlined in the California Department of Education (<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>). These standards specify proven strategies that are effective as well as state what students need to know to show proficiency. For Kindergartners, this instruction will take place for designated students for 30 minutes a day within the classroom. For 1<sup>st</sup>-4<sup>th</sup> graders, this instruction will occur regularly within English class period, as part of DEAR. During this time students will be instructed individually or as a group, utilizing I.L.E., additional instruction provided by the teacher, or additional assistance by the ELD instructor. In addition to extra instruction provided in class additional assistance will be provided in Jumpstart during academic support time.

The instructional materials we are considering to help support ELD instruction in Reading is the *California Treasures English Language Development* © and *Implementation Plus* series for Kindergarten through 6<sup>th</sup> grades published by MacMillan-McGraw Hill. See the chart on the next page detailing the recommended and expected approach of using these materials with



students who are “mainstreamed” with limited but consistent embedded ELD instruction.

	<b>Embedded Approach K-6</b>
<b><i>Beginning</i></b>	Do not use the 30 minutes of EL in the <b>CORE TE</b> . Rather, use 30 minutes from the <b>ELD TE</b> during the EL time focusing on the White Page instruction. Select mini-lessons from the Yellow Pages on an as-needed basis, such as the writing follow-up mini-lessons. Follow the tab for the <b>Beginning</b> level of language acquisition.
<b><i>Early Intermediate</i></b>	Do not use the 30 minutes of EL in the <b>CORE TE</b> . Rather, use 30 minutes from the <b>ELD TE</b> during the EL time focusing on the White Page instruction. Select mini-lessons from the Yellow Pages on an as-needed basis, such as the writing follow-up mini-lessons. Follow the tab for the <b>Early Intermediate</b> level of language acquisition.
<b><i>Intermediate</i></b>	Only use the EL in the <b>CORE program</b> . Use this instruction during the 30 minutes of small group time in the reading block early.
<b><i>Early Advanced</i></b>	Only use the EL in the <b>CORE program</b> . Use this instruction during the 30 minutes of small group time in the reading block.
<b><i>Advanced</i></b>	Do the <b>CORE instruction</b> as indicated with point-of-use EL modifications. No need to use the additional EL or ELD materials.

Current S.A.C. Prep instructional practices will further the language development and proficiency of ELL students such as our use of: word walls in all classrooms, support and materials provided for students to develop flash cards, and choral reading. Volunteers also pull ELL students out of class to practice reading one-on-one. All approaches will involve affective practice with the following: reading, listening, speaking, and writing.

ELL students will be reclassified to RFEP when they can demonstrate their mastery of English in the following ways:

- Meet fluent criteria on the CELDT
- Attain Proficiency on the ELA portion of the CST
- Meet criteria for fluency as determined by their grades and their teachers assessment of their reading and speaking abilities

We will also embed Tiered Thinking Across Stages of Second Language Acquisition Approach in our curriculum using Bloom's Taxonomy to identify and evaluate what students should know at different levels of their English language

development: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. Using these strategies, teachers will be better able to modify their instruction to meet the needs of our ELL students, meeting them where they are in their English Language development. Teachers will also use best practices such as supporting students to continue their literacy in their native language, modifying assessment questions removing “jargony” language that could confuse the meaning of what is being asked rather than decoding the meaning, using culturally relevant material as appropriate, and using common Latin roots, suffixes, and prefixes that might have a similar meaning in their native language or help them de-code other common words.

Additionally, staff will be encouraged to develop these common approaches

- Develop strong reading and decoding skills
- Work from prior knowledge
- Engage the student instructionally with multiple modes of learning styles and rigorous and yet engaging assignments
- Use a variety of assessment approaches that allow students to demonstrate what they know while also providing multiple pathways to do so.

All parents or guardians of students classified as English Language Learners are notified in writing. The school translates materials as needed to ensure that parents of ELL students understand all communications and are involved in all processes related to the English Language Development of their child.

S.A.C. Prep will comply with provisions outlined in Title III – Language Instruction for Limited English Proficient and Immigration Students including parent notifications of their child’s status and placement and other reporting requirements. We will use sample letters provided for on the CDE website.

The goal will be to have all of our ELL students progress to be reclassified to Fluent English Learners through their CELDT Assessments, attaining the Proficient or Advanced level on the English Language Arts CST, schoolwide benchmark assessments, their writing as compared to RUBRICS and the CST Writing Exam for 7<sup>th</sup> graders, and their English grades. We will adhere to all state and federal recommendations and guidelines pursuant to English Language Learners as well as meeting reporting deadlines to the District, the state, and mandated timelines to notify parents.

## ***Gifted and Talented Students***

Sol Aureus College Preparatory offers an accelerated program for all students in that high expectations are held for all students. This will mean different things for different students. The commonality is that each student is expected to perform up to and beyond their capabilities. The Sol Aureus philosophy is an efficacy model which operates from the perspective that all students can attain knowledge and skills at a proficient level with repeated effort, practice, and guidance. Because the school challenges each child to reach their intellectual potential within the instructional program, the school does not offer a formal, separate gifted and talented program. During the enrichment period, teachers work with students who are exceeding expectations by providing opportunities for project-based learning, discovery learning or computer activities. Students who would be designated as Gifted and Talented Students in their normal public schools benefit from the opportunity form close relationships with their teachers receiving extra attention, praise, and leadership opportunities. Historically, we have seen high performing students continue to perform high in high school or if they return to their neighborhood public schools. Frequently they and their parents have said that they felt “ahead” because they were challenged at such a rigorous and high level. Student who have not performed as well in school have benefited from achieving even limited success at high levels but more consistent performance at an adequate level because the expectations are high. Teachers will work with individual students to help students overcome skill deficits and learning challenges. We have seen students on the lower and higher levels of student achievement benefit from the program in place – students who were not very high performers at their last schools making the honor roll at Sol Aureus.

## ***Parental Involvement***

Sol Aureus operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership. Sol Aureus conducts monthly parent meetings doing everything from presentations by teachers, high school administrators, and the School Leader. Food is offered or brought by parents to share with all to further develop a sense of community. Parents are consulted on major decisions such as facilities and given informal opportunities to give input through the School Leader’s “open door” policy as well as a more formal and anonymous way of an annual mid-year survey (see Appendix H). Additionally, parents are part of a school “site council” that reviews data such as attendance and suspension rates to help give the staff input on how to continually improve the school. Parents are encouraged to perform 10 hours per school year to support the efforts of Sol Aureus. Opportunities for parent involvement include parent meetings, local field trips, occasionally volunteering at the school, donating money, services, or school supplies, and visiting their child’s class during school hours. All volunteers not under constant direct supervision of a school employee will be required to be fingerprinted and receive a background

clearance prior to volunteering within Sol Aureus. Sol Aureus parents are encouraged to join the Parent Association.

The Commitment to Excellence Form outlines the ways in which Sol Aureus expects and needs parents to support the educational mission of the school (see Appendix G). The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

### ***Community Involvement***

Building strong links with the local community is critically important to Sol Aureus College Preparatory's success. Sol Aureus has partnered with individuals and organizations in the community that are dedicated to helping students obtain their academic goals. Sol Aureus has partnered with the Same Pannell Community Center Extended Day Program, the Martin Luther King, Jr. Branch Library, Capitol Heights Academy, the Girls Scouts, and various community organizations in Sacramento.

Sol Aureus continues to reach out to a wide range of organizations like these throughout the charter development process and enlist participation on several start-up committees.

Sol Aureus also creates opportunities to involve members of the community in supporting the school. School volunteers perform several duties, including small group tutorials, office assistance, and serving as guest presenters during life skills classes.

The school's health curriculum includes various community-based organizations that will help Sol Aureus students understand nutrition, hygiene, drug and alcohol abuse, and family crisis management. Sol Aureus strives to foster a supportive family environment inside the classroom and throughout the school and community in order that students have pride in themselves, their school, their family, their heritage, and their community.

### ***Professional Development***

At Sol Aureus College Preparatory, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the School Leader ensures that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college preparatory program.

This orientation involves specific activities designed to align the staff and foster teamwork.

During the school year, staff development continues through professional development days, whole staff meetings, content area meetings, and grade level team meetings. Sol Aureus teachers will receive two weeks of in-service during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. Teachers receive ongoing training in their discipline area, communication strategies, and diversity training. They are also informally and formally observed and evaluated by the school leader, board members, community members, district officials, visitors, and each other, receiving regular feedback on their performance, goals, and growth. Staff development involves not only structured whole staff and small group practices, but is also individualized to best serve each teacher's needs. Every moment of staff development is maximized and aligned with the school's goals.

Sol Aureus has created the position of Lead Teacher to help the School Leader train and support the instructional development of its teachers. The Lead Teacher formally observes the teachers 6 times through the school year. Some of these observations are video taped and discussed with the teacher as part of the follow-up de-briefing meetings. The Lead Teacher also meets with faculty after school in small groups or one-on-one to discuss relevant teaching strategies and areas for growth and improvement. All professional development discussions with teachers involve the use and analysis of data – formative, daily, and summative. The school relies heavily on the six formative assessments students are given throughout the year. Professional Development Half-Day and Full-Day Meetings are scheduled to be held the same week as the school-wide formative assessments so that the data and student progress can be discussed and changes made to instructional practices. Sol Aureus staff have also benefited from professional development opportunities provided by attending conferences sponsored by the KIPP Foundation, California Charter Schools Association, the Charter Schools Development Center, and Association of School Curriculum Development.

**Table A: Sample Teacher 1<sup>st</sup> Week Summer Training**

Monday	Tuesday	Wednesday	Thursday	Friday
Staff Handbook Student Handbook HR Policies	STAR Test Analysis and Discussions	Curriculum Development: Backwards Mapping  Room Set-Up	Scope and Sequence  Lesson Planning, <i>Do Nows</i> , and <i>Daily Aims</i> Standard Classroom set-ups	Room Set-up
Sol Aureus Culture	Curriculum Development:	School Culture: Classroom Design	School Culture: Student Work Standards	Room Set-up  Individual Meetings
Student Orientation Planning	Student Orientation Planning	Curriculum and Data Meetings  Student Leader Training	New Student Orientation & Benchmark Assessments	New Student Orientation

## ***Staff Evaluation Plan***

The Principal is responsible for evaluating all teachers and support staff. School staff evaluation includes input from administration, peers, and parents/guardians. Input includes, teacher self-evaluations, student evaluations of the staff, and school wide evaluations of the program and staff completed by parents (see Appendix H). A critical part of teacher evaluation and retention is based on performance outcomes, measuring students' achievement and the teacher's implementation of the curriculum. Annual performance assessments of teachers are based on agreed upon "best practices".

The performance criteria for teacher performance reviews of Sol Aureus faculty also include:

- Commitment to the Sol Aureus mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in Sol Aureus staff "team".

Tools used in the evaluation process include:

- Written evaluations based on classroom observations;
- Self-evaluations completed by teachers being evaluated;
- Student performance on major assessments; and
- Feedback from parents.

Those teachers failing to adhere to the guidelines outlined above and in the Commitment to Excellence form, and/or failing to meet the specifications of the evaluation plan are subject to dismissal at the request of the School Leader.



## **ELEMENT B: MEASURABLE STUDENT OUTCOMES**

Sol Aureus College Preparatory is modeled after the highly successful KIPP schools that are in operation in inner-city neighborhoods of Houston (1994 and 2001), the South Bronx (1995), Anacostia, Washington, D.C (2001), and in rural Gaston, NC (2001). All student and school outcome goals of Sol Aureus are aligned with California Content Standards. Goals will be continually refined and developed to reflect the growing needs of Sol Aureus and the newly adopted Common Core Standards.

### **STUDENT OUTCOME GOALS**

Commitment to the educational philosophy of Sol Aureus empowers Sol Aureus College Preparatory students to achieve the following:

#### ***Academic Outcome Goals***

- I. Sol Aureus College Preparatory students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Mathematics;*
- II. Each student will maintain progress towards benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards and soon to be adopted Common Core Standards;*
- III. Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision;*
- IV. Students will be critical thinkers and problem-solvers;*
- V. Students will demonstrate the ability to design and conduct a valid scientific experiment; and*
- VI. Daily homework assignment completion will be a daily metric of effort and consistency on the students part and appropriateness, relevancy, and engagement on the teachers part.*

## ***Life-Long Learning Skills***

### Social Skills

All students develop specific social skills necessary to exist positively in society, including but not limited to:

- Making and maintaining eye contact;
- Shaking hands in a proper manner;
- Addressing adults and persons of authority with respect; and
- Understanding where and when responses are appropriate.

### Work Ethic

Adhering to the Sol Aureus values of *Preparation, Responsibility, Respect, Community, & Excellence*, all students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Perseverance
- Attention to detail
- Completeness
- Accuracy
- Neatness

### Study Skills

All students will develop academic skills necessary to be successful in subsequent schools, including but not limited to:

- Research techniques
- Reading for a variety of reasons
- Note-taking skills
- Organizational skills
- Literary analysis

## Values

All students develop the character traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and world beyond. These values include but are not limited to:

- Preparation
- Respect
- Responsibility
- Community
- Excellence

## ***SCHOOL OUTCOME GOALS***

Sol Aureus College Preparatory provides a meaningful educational experience to its students by showing them what they can accomplish in a single year of dedicated commitment, perseverance, preparation, and hard work, and the level to which they can enhance their self-confidence through academic achievement. Furthermore, Sol Aureus instills in students the belief that through effort and preparation they can develop the skills necessary to succeed and excel in a post-secondary field or career of their choosing – attending college, a vocational school, or some other post-secondary educational or training institution.

## **ELEMENT C: ASSESSMENT OF MEASURABLE OUTCOME GOALS**

### ***ASSESSMENT OF STUDENT OUTCOME GOALS***

Sol Aureus College Preparatory has effectively administered the state mandated STAR Tests every year. The school continues to monitor the progress of its former graduates in their respective high schools, forging relationships with high school admissions staff and administrators. S.A.C. Prep receives updates from these high school staff members and administrators that are both anecdotal and quantitative. Students continue to come back to tutor current Sol Aureus students as well as contacting their former teachers at Sol Aureus directly to get advice and give them updates.

### ***ASSESSMENT OF SCHOOL OUTCOME GOALS***

See current STAR Test Scores for details (Appendix W). Sol Aureus attendance has mirrored SCUSD and held at an average of 95% or so for each of the first four years. It has also performed higher than or comparable to area schools. In 1-2 subjects and in 1-2 grade levels the scores have not always been as high for every subject. As a whole, Sol Aureus has demonstrated that it has made an impact with three groups that have historically been the most challenging to show progress in closing the achievement gap with – low income, African American, and Latino students.

### ***ADDITIONAL ACCOUNTABILITY PROVISIONS***

High school and college placement as well as graduation rates are two key measures that Sol Aureus would hold itself accountable. Sol Aureus has one classes of 8<sup>th</sup> graders who graduated from High School. The competitive, college preparatory high schools they attend appear below.

#### ***SCUSD High Schools***

- Health Professions High School (17)
- New Technology High School (10)
- Luther Burbank High School (I.B. Program) (3)
- Sacramento Charter High School (12)
- West Campus High School (11)
- Kennedy (P.A.C.E. Program) (6)
- McClatchy High School (3)

#### ***Private High Schools***

- Christian Bros. High School (8)
- Cristo Rey High School (8)
- Sacramento Country Day School (1)
- Jesuit High School (1)

## **ELEMENT D: GOVERNANCE AND LEGAL ISSUES**

The governance of Sol Aureus is designed to meet the needs and interests of the Sacramento City Unified School District, as well as Sol Aureus students, their families, and the greater community where the school is physically located or where the communities Sol Aureus students live. This structure is to ensure that there is local “ownership of the school and its mission garnering community-based support, grassroots involvement with and local responsibility for the success of Sol Aureus. One parent is a formal member of the Board

### ***LEGAL STRUCTURE***

Sol Aureus College Preparatory is a duly constituted California Nonprofit Public Benefit Corporation, governed in accordance with applicable California Corporations Code sections, and wholly accountable to the Sol Aureus Board of Directors with the grantor of the charter (Sacramento City Unified School District’s Board of Education) having oversight responsibility for the school. Sol Aureus is a federally recognized non-profit entity with its own tax-exempt federal tax ID. #.

Sol Aureus College Preparatory maintains non-sectarian programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of race, ethnicity, sexual orientation, national origin, gender or disability.

The school complies with all applicable federal, state and local laws. It retains its own legal counsel when necessary. It has purchased and maintained, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies in accordance to State and locally mandated levels of coverage. (see copies of insurance coverage provided).

The Sacramento City Unified Board of Education and SCUSD shall be responsible for implementing the Charter Schools Act of 1992 and any other applicable laws in a good faith manner.

The District’s Board of Education serves as S.A.C. Prep’s chartering authority and provides oversight in compliance with compliance California’s Charter School Act (Ed. Code 47600, et seq.).

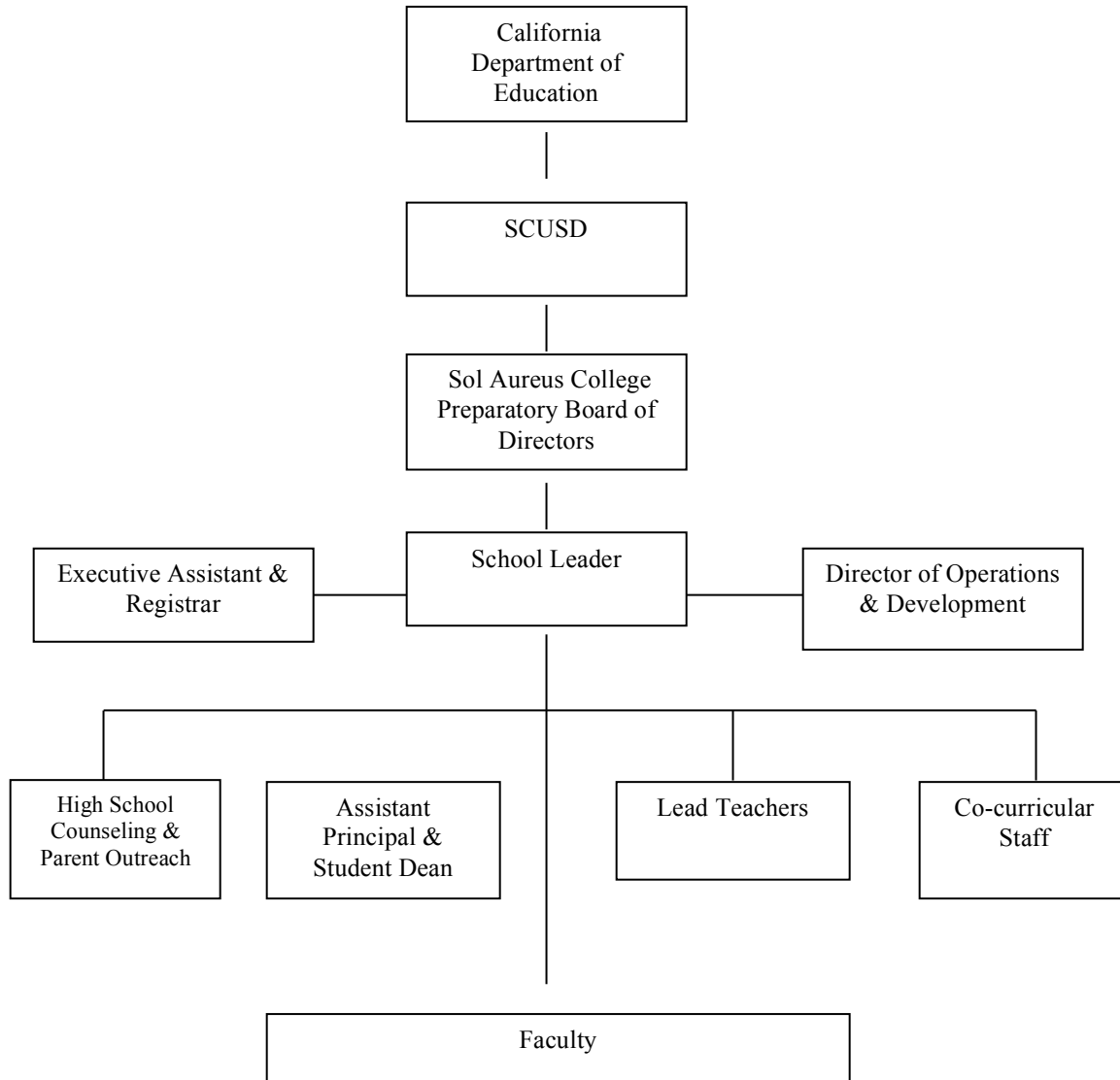
S.A.C. Prep will comply with California’s Public Records Act (Gov. Code 6250, et seq.).

The Charter School’s conflict of interest policies will, when necessary, comply with the Political Reform Act (Gov. Code §§87100 et seq.).

## GOVERNANCE

Below is an organizational charter of Sol Aureus College Preparatory, including the Board of Directors and teaching staff:

**Figure 1: Sol Aureus College Preparatory Organizational Reporting Structure**



### ***Board of Directors***

Governance and policy-making authority and fiduciary responsibility for Sol Aureus rests with the Sol Aureus College Preparatory Board of Directors. The Board of Directors works closely with the School Leader to implement the stated mission and vision of the school as outlined in the charter and influenced by the original Five Pillars of KIPP, as outlined in its original charter petition. The Board of Directors of Sol Aureus is responsible for governance and policy-making. The school maintains D & O insurance.

The Board of Directors of Sol Aureus is representative of the community the school serves and holds public meetings in accordance with the Brown Act. The Board members support the mission of the school and serves because they believe in its goals. The members represent a broad area of expertise and a broad cross-section of the school community and community-at-large, including but not limited to at least one financial expert, one fundraising expert, one community leader, one parent, and an educational leader. The by-laws, adopted and approved by the Sol Aureus Board of Directors, address future board appointments and turnover. The current Board has representatives from a variety of backgrounds, fields of expertise, ages, and ethnic diversity to play a role in governance.

The Board is comprised of board officers and the following committees (with additional committees to be added as determined by the Board): Finance Committee, Audit Committee, Board Selection Committee, Facilities Committee, and Fund Development Committee. The Sol Aureus Board meets monthly with the Board President/Chairperson of the Board presiding over the meetings. Sol Aureus Board meetings follow the Brown Act as a matter of policy under this petition. The Principal has also received training on compliance of the Brown Act from the Charter School Development Center.

Sol Aureus has one parent of a S.A.C. Prep student on the Board of Directors. This parent maintains contact with the parent group to formally and informally bring attention to the Board of Directors.

#### Recruitment, Selection, and Development of Sol Aureus College Preparatory Board Members

The School Leader works closely with the Board of Directors to ensure that they are in full alignment with the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board would include but not be limited to:

- A dedication to furthering the vision and mission of Sol Aureus College Preparatory;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for Sol Aureus College Preparatory.

The Sol Aureus Board of Directors has their own Commitment to Excellence “contract” that each member signs upon joining the Board and re-visits annually (See Appendix I).

Please see Appendix L for the Board Roster of current Board Members.



### ***Separation of Duties - Roles and Responsibilities***

Sol Aureus College Preparatory's decision-making process rests with the school's Board of Directors setting policies and the School Leader carrying out those policies. The School Leader coordinates all campus level planning and decision making that will involve the school's professional staff, parents, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the School Leader, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. Each Board member must sign a Conflict of Interest Statement outlining the Conflict of Interest policies for Sol Aureus (Appendix J).

The Sol Aureus College Preparatory Board of Directors' primary responsibility is to help set policies and work with the School Leader(s) guiding Sol Aureus. The Board of Directors holds annual retreats to continue to align the needs of the schools with their efforts. Board members are presented continuous opportunities for board training and development. A limited number has undergone training through the Non-profit Resource Center. The Board is empowered to:

- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines and other Sol Aureus College Preparatory policies;
- Hold the School Leader(s) accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

The role of the School Leader(s), in the operation of Sol Aureus College Preparatory, is to assure that the diverse components are functioning as designed and that the mission, goals, and objectives of the school are being fulfilled. He/She is empowered to but not limited to the following responsibilities:

- Hire, terminate, manage, and evaluate all instructional and non-instructional staff;
- Design the academic program;
- Coordinate student and teacher programming, including curriculum development;

- Manage everyday operations including crisis management and life safety compliance;
- Maintain school financial records;
- Sign, or co-sign all school checks; and
- Serve as the lead person for cultivating community partnerships.

The School Leader(s) will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. The School Leader(s) will implement that policy and develop and maintain, with input from teachers, a cohesive kindergarten through eighth grade curriculum. The School Leader(s) will also be responsible for implementation of the California Content Standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

### ***STAFFING ASSIGNMENTS***

Sol Aureus College Preparatory currently employs ten full-time teachers, one full-time executive assistant/registrar, and independent contractors for accounting services, grant-writing, and extra-curriculars. Sol Aureus will hire more full-time teachers and administrative staff as necessary to be aligned with school growth. The current plan for growth would call for having two kindergarten classes with no more than 25 students per class, one class per grade – no more than 25 per class in 1-4; and between 20-25 in grades 5-8. As S.A.C. Prep moves forward the school will continue to grow by an additional class as the facility will allow.

### ***QUALIFICATIONS***

#### ***Certification***

Sol Aureus College Preparatory retains or employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. All teachers instruct the core academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the School's operational policies. The School maintains a current copy of teacher certificates on file and ready for inspection. All non-core teachers will hold certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

#### ***Commitment***

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the school's prescribed professional development days. Additionally, all staff must meet any additional guidelines and standards set by the Sol Aureus College Preparatory Board of Directors.

Sol Aureus incorporates the Commitment to Excellence in the process of hiring staff. All staff sign the Commitment to Excellence at the beginning of each academic year, in addition to the formal Sol Aureus College Preparatory employee contract. (See Appendix G)

All of the faculty of Sol Aureus commit to:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the Sol Aureus College Preparatory charter and contract;
- File necessary reports of child abuse;
- Agree to a voluntary criminal background check;
- Maintain a high level of professional conduct; and
- Adhere to the Commitment to Excellence Form.

### ***HIRING PROCEDURE***

Sol Aureus College Preparatory recruit teachers through education publications such as EdJoin, the Sacramento Bee, and local job fairs sponsored by the CA Charter Schools Association, teacher networks such as Teach for America, and graduate, undergraduate, and alternative certification teacher education programs in both public and private colleges and universities such as Sacramento State University, UC Davis, Stanford University, San Francisco State University, UC Berkeley, Columbia Teachers College, and Harvard University Graduate School of Education.

Each prospective teacher has to demonstrate teaching a lesson here at the school or their current school shows a strong command of the subject area. Each applicant undergoes formal and informal interviews to ensure that his/her values are aligned with the educational philosophy of S.A.C. Prep. The School Leader(s) is responsible for the final hiring decision.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice, as well as a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization. For medical safety, all staff will have medical clearance including proof of medical examination and a tuberculosis (TB) test.

## ***COMPENSATION***

Sol Aureus College Preparatory offers wages that are competitive with the Sacramento City Unified School District wages, but which also reflect the longer school day and year. Salary and stipends, along with standards of professional conduct, are currently outlined in the annual contract. Performance evaluations are conducted by the School Leader based on goals and objectives set forth at the beginning of the year. The school's Board of Directors evaluates the School Leader(s).

## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

Sol Aureus staff oversees and supervises compliance with the requirement that all students and staff provide records documenting immunizations to the same extent that this is required for non-charter public schools within Sacramento City Unified School District.

Sol Aureus has adopted a set of emergency procedures that give specific detail regarding steps to be undertaken during emergencies that threaten the health of students and staff. Some of these items are included in the Parent/Student Handbook (see full 2012-13 Handbook) and a separate Sol Aureus Emergency Procedures Manual. Currently S.A.C. Prep has adopted the SCUSD "Emergency Preparedness Guidelines" manual to use as its emergency procedures manual. All staff are required to attend training at the beginning of the school year that will review the emergency safety procedures in preparation for the upcoming school year.

As stated in Element E (Employee Qualifications), all faculty and staff undergo a criminal background check. Applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization. For medical safety, all staff will have medical clearance including proof of medical examination and a tuberculosis (TB) test.

The current facilities of Sol Aureus College Preparatory is a SCUSD facility which complies with all applicable state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements. Sol Aureus maintains complete records documenting said compliance, and maintains on file a copy of all facility inspection records.

## **ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

Sol Aureus strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. Sol Aureus takes the following steps to ensure that students who are representative of the school's respective communities will be recruited and feel welcome:

- Identify, recruit, and employ a diverse staff, including relevant foreign language-speaking teachers;
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes;
- Develop marketing materials in multiple languages;
- Place bulletins and ads in local churches of varying denominations.
- Visit and speak at local community based organizations in south Sacramento and the District;
- Visit and explain to prospective students and their families the purpose of Sol Aureus College Preparatory in their homes;
- Conduct parent information sessions to elaborate on the commitment involved with attending Sol Aureus College Preparatory and on occasion provide interpreters;
- Canvass neighborhoods to reach interested families;
- Promote the school at neighborhood festivals such as the Black Expo, La Familia, and Hmong New Years festivals;
- Make local school visits;
- Encourage referrals from other former and current students and families;
- Speak at civic organizations, with a particular focus on local community populations;
- Place advertisements in local newspapers and community association newsletters;
- Speak on local radio stations;
- Invite local television and print media reporters to report on the school; and
- Encourage teacher referrals from other campuses.
- Provide incentives to parents for them to refer friends and family to attend Sol Aureus.

Sol Aureus has done all of the aforementioned strategies to try to endure a more culturally diverse student body. Sol Aureus College Preparatory provides translation services for all promotional material and any person-to-person interaction requiring translation. The school also keeps on file documentation of the efforts the school has made to achieve student racial and ethnic balance and the results it achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

The most significant three ways students have been successfully recruited have been through parent/student referrals, placing inserts in the Sacramento Bee (5,000 to 10,000) targeting various south Sacramento zip codes in multiple languages, and canvassing the neighborhood door to door or at community festivals and events.



## **ELEMENT H: ADMISSIONS REQUIREMENTS**

Sol Aureus is a free public school that is open to all residents of the State of California. Sol Aureus does not discriminate on the basis of race, religion, gender, sexual orientation, national origin, disability or any of the characteristics listed in Section 220 of the Education Code of the students and the parents or guardians.

Any student who expresses his/her intent to enroll by signing Sol Aureus's Commitment to Excellence Form, and has his/ her parent or guardian sign this Commitment, are invited to attend Sol Aureus. This form specifies that the student, parents, and teachers all have the *desire, discipline and dedication* to do everything in their power to support student education. The Sol Aureus framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

Formal recruitment of incoming students will begin in January of each calendar year for the following school year. In January, Sol Aureus College Preparatory's staff and parents advertise open registration. After this point, interested families are able to meet with the Sol Aureus staff and review the expectations of the school. The enrollment induction process includes the following steps:

- Filling out enrollment application forms that include pertinent family contact information, emergency contact information, a language survey, a survey of special needs, Parent and Student "contract (Commitment to Excellence forms – CTE's), general parent survey, enrollment form, and request to transfer cumulative file form.
- Attending an orientation for new students/families that are held monthly beginning in January through August.
- Scheduling a home visit to meet with parents to discuss their hopes and dreams for their child
- Scheduling a "shadow day" for their child to attend classes at Sol Aureus for part of the day to get a sense of how the school operates.
- Meeting with the Principal to discuss any further questions or concerns about the program.

If the number of applicants is greater than the number of spaces available Sol Aureus will conduct a public random drawing in accordance with Education Code Section 47605(d)(2)(B)-(C). Existing students will be exempt from the public random drawing and will be guaranteed admission for the following year provided they complete an intent to return form by the appropriate date and have demonstrated compliance with the Parent and Student contract and school policies adopted from time to time.

### **Admission Preferences:**

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent of existing students).
2. Children of Sol Aureus employees (limited to 10% of total enrollment).

3. Students placed on the waitlist, and not admitted the previous year
  - a. After the “intent to re-enroll” forms have been collected and it is apparent that space will be available, students that were placed on the waitlist will be given an opportunity to enroll for the upcoming school year.
  - b. Parents will be contacted by phone, and in writing that space is available.
  - c. Students will be called from the established waitlist.
4. Students residing within the boundaries of SCUSD.
5. All other students residing within the state of California.

After filling all seats, a waiting list will be established in the event that space becomes available. If seats remain open, applications are accepted on an on-going basis and seats are filled on a first-come, first-served basis.

The above procedures are to be followed to fill vacant seats in all grades should seats become available.

Open enrollment for S.A.C. Prep will begin the second week of January and will be open until May 1<sup>st</sup>. After open enrollment has been closed a lottery will be held the 2<sup>nd</sup> Monday of May. Once the lottery process has been completed all participants will be notified via U.S. Mail, and a phone call, to inform them of their enrollment status.

S.A.C. Prep will post an announcement in a public location and on the school's website regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted in the evening so interested parties will be able to attend. A waiting list will be developed from the new applications that do not receive admission each year and students on the waitlist will be considered in the order they were drawn and placed on the waitlist, should a vacancy occur during the year.

S.A.C. Prep will use a neutral proctor to ensure the lottery procedures are fairly executed. In addition families are not required to attend the lottery to be accepted.

## **ELEMENT I: FINANCIAL AND PROGRAMMATIC AUDIT**

### ***FINANCIAL AUDITS***

The Board of Directors of Sol Aureus College Preparatory has an Audit Committee. The Audit Committee oversees the process in preparation for the audit and the analysis of the audit data. They also make recommendations to prepare for future audits. Initially, a board member requested bids from three different firms for the initial 3-year audit engagement. The current auditor chosen is Mann, Urrutia, Nelson, CPA's and Associates (MUNCPA). The Board has elected to retain their services for the last two fiscal years. This independent audit firm has conducted an annual audit of Sol Aureus College Preparatory's financial books and records in each of its first four years. This audit has been conducted in accordance with the applicable Generally Accepted Accounting Principles and continues to be updated as new elements are required for charter schools and non-profits. MUNCPA is very reputable in the field for its level of scrutiny and the number of charter school audits it has conducted. MUNCPA and Associates has verified the accuracy of Sol Aureus College Preparatory's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls. To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. To this date, there have been no major or significant findings in any of the audits conducted since the inception of the school.

The annual audits are completed within six months of the close of Sol Aureus College Preparatory's fiscal year and completed and filed by December 15<sup>th</sup> with a copy of the auditor's findings forwarded to Sacramento City Unified School District, Sacramento County Office of Education, the State Controller's Office, and the California Department of Education by December 15<sup>th</sup> as well. Sol Aureus's Audit Committee will review any audit exceptions or deficiencies and report recommendations to the school's full Board as to how these have been, or will be, resolved. Sol Aureus' Board will act upon these recommendations, and report its actions to Sacramento City Unified School District.

### ***PROGRAMMATIC AUDITS***

Sol Aureus College Preparatory has submitted comprehensive programmatic audits annually that permit its Board, as well as Sacramento City Unified School District, to closely monitor the school's achievement of its goals and outcomes.

Sol Aureus College Preparatory annually provides Sacramento City Unified School District with a complete performance report that will include at least the following elements:

- Data demonstrating student progress towards the goals and outcomes specified in Element B, based on the assessment tools and techniques set forth in Element C. To the extent that it is feasible to do so without compromising student confidentiality rights, this data will be displayed on both a school-wide basis and disaggregated by appropriate racial and/or ethnic categories and socio-economic categories;
- A summary of significant policies or decisions established by Sol Aureus College Preparatory's Board;
- Data indicating the level of parental involvement with Sol Aureus College Preparatory, as well as the results of any surveys of parental and student satisfaction;
- Data demonstrating Sol Aureus College Preparatory's success in serving an educationally underserved and racially and ethnically diverse student population;
- A summary of Sol Aureus College Preparatory's admission practices and experience, including the number of students enrolled, the number on waiting lists, and the number expelled or suspended; and
- An analysis of the resolution of any disputes or complaints.

## **ELEMENT J: STUDENT DISCIPLINE, PUPIL SUSPENSION AND EXPULSION PROCEDURES**

### ***STUDENT DISCIPLINE***

Safety, order, and student discipline are fundamental to learning at Sol Aureus College Preparatory. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment in which they feel safe. Sol Aureus will adhere to the Commitment to Excellence as a guideline for in-class disciplinary action, suspension or expulsion of students (see Parent/Student Handbook)

All Sol Aureus students are required to wear the Sol Aureus uniform every day. The uniform consists of a variety of Sol Aureus shirts, available for sale at cost from the school. Parents expressing an inability to purchase the uniform are offered the uniform in installments or at no charge for a minimum number of shirts and pants. Students can also wear plain white, grey, or blue collared sport shirts OR plain white or grey t-shirts.

Clear and constant reinforcement of student standards – as defined by the student Commitment to Excellence “contract” and the Parent/Student Handbook – help to create the kind of safe learning environment needed by many of the students the school serves. By starting each school year early (before Labor Day) students are acculturated to these values and expectations prior to the onset of the traditional academic year. By doing so, Sol Aureus creates a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable. These expectations are presented and reinforced consistently.

## **Code of Conduct for S.A.C. Prep Students:**

Commitment to the S.A.C. Prep Mission:

- To prepare all students with the knowledge, skills, and habits necessary to compete and be successful in college.

Adherence to the S.A.C. Prep Values

- Preparation
- Responsibility
- Respect
- Community
- Excellence

Adherence to the ***Commitment to Excellence Form*** including:

- Be on-task at **all** times during class and display your SOL (Sit up straight, On task and track the speaker, and Listen).
- Be organized and prepared for **all** classes. All students should bring at least 4 sharpened pencils with erasers, and paper in their notebooks. Work should always be completed and presented neatly. The S.A.C. Prep Heading should be used on all papers. Finally, all papers should be kept neatly in binders and folders with the proper heading (Assignment title on Left Margin and name, date, & "Be prepared." on the Right Margin).
- Respond appropriately to all questions.
- Conduct oneself in an orderly manner, demonstrating respect to the educational mission while at S.A.C. Prep or at a S.A.C. Prep function.
- Do the right thing without being told.

The school seeks to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- Additional assignments to be completed at home and/or at school;
- Detention after school;
- Mandatory homework study hall after school;
- Loss of incentives and school trips; and
- Student Plans, where a plan is created to help the student by developing clear goals, clear measures for how their efforts in meeting the goals will be evaluated, and what the consequences will be if the goals are not met as well as the incentives to be received if met. These plans are created with the input from both the student and the parent(s), and in some cases the school counselor. These plans are designed for both academic and

behavioral intervention – as “failure” in either area can lead to discipline problems out of student frustration or unclear expectations by teachers or parents/guardians.

By creating the following standards and procedures for suspensions and expulsions, Sol Aureus College Preparatory ensures that no student presents a danger to people or property, disrupts school activities, or threatens campus peace, safety or security.

## ***TRANSFERS***

Students will be able to withdraw from S.A.C. Prep at any point in time and return to their local zoned public school or any other school to which they can gain admissions.

## ***SUSPENSIONS***

S.A.C. Prep adheres to the S.A.C. Prep Commitment To Excellence Form as a guideline for in-class disciplinary action, suspension, or expulsion of students. In-class disciplinary actions include, but are not limited to:

- Time Outs – sitting away from the group or being sent to another classroom for short time.
- Referrals – Students are sent to the Assistant Principal or Principal to determine consequences along with a phone call to parents/guardians.
- In-School Suspension – Students spending the day in the office to do work or spending the day in the Assistant Principal’s classroom.

In addition, students may be subject to any of the disciplinary actions listed below if it is determined that they committed any of the infractions listed below and/or listed in the S.A.C. Prep Commitment To Excellence Form:

"Suspensions" shall refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days.

"Expulsions" shall refer to the permanent removal of a student from school for disciplinary reasons.

### ***Suspensions***

A student who is determined to have broken the S.A.C. Prep Commitment To Excellence Form or has committed any of the infractions listed below shall be subject minimally to a suspension, unless the School Leader determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Depending upon the severity of the infraction, the student may be subject to expulsion or referral to the appropriate law enforcement agencies.

Disciplinary Infractions include the following:

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force, or threats of force, which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct, which disrupts school or classroom activity, or endanger or threaten to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheat on quizzes, exams, or commit plagiarism.
- Use forged notes or excuses.
- Steal, or attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of verbal or physical bullying, harassment, and/or sexual harassment.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes.
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the Student Dress Code.
- Refuse to identify him/herself to school personnel.
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school.
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction' subject to formal disciplinary action.

### ***Procedures for Suspension***

The School Leader may impose a suspension in accordance with applicable school policies. Currently, before imposing a suspension, the School Leader shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain charges. The School Leader also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for an informal conference with the School Leader (within 24 hours or the next business day if on a weekend or after a holiday). At the parents request, notification can be translated into the dominant language spoken by the parent(s) or guardian(s) and arrangements can be made for an interpreter to be present for informal conferences in the dominant language of the parent(s) of guardian(s).



## EXPULSION

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

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

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

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

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) 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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- 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 Principal or designee's concurrence.

**Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:**

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence. If it is determined by the 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.

If a child is being considered for expulsion from S.A.C. Prep, the Principal shall provide written notice to the student and his or her parent(s) or guardian(s) that the student is being considered for expulsion. Such notice also shall set a time and place for an informal conference with the Principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items that, under state and federal law, require immediate expulsion, the Principal may not expel a student unless a prior written and verbal warning for expulsion has been issued to both the student and his/her parent or guardian. In that “final warning”, documentation must appear which clearly demonstrates which rules in the S.A.C. Prep Parent/Student Handbook have been violated or any infractions listed and stated in Education code Section 48900 et seq. and why these violations warrant expulsion if continued. If, following the informal conference, the Principal maintains that the student should be expelled, the Principal shall issue a recommendation of expulsion to an impartial hearing officer. The recommendation would include a description of the behavior and/or academic problems indicative of the need for expulsion, a description of the alternatives explored, and prior action taken to resolve the problem. The impartial hearing officer could conduct a confidential hearing at the parent’s request. An appeal of the hearing officer’s decision could be heard by the S.A.C. Prep Board of Directors or a Board committee appointed for this purpose. The parents, should they so choose to do so, can also present materials to the Board. The initial expulsion proceedings – including the investigation by an impartial hearing officer – should occur within 30 school days of the initial formal recommendation by the Principal.

#### *Alternate Instruction*

Students who are suspended during the expulsion process will be provided with alternative instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support.

#### *Due Process Procedures*

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, then that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above. A manifestation determination meeting will be scheduled for students with an IEP to determine if the student’s conduct is the result of his or her disability, and whether the conduct in question was the direct result of the failure to implement the IEP.

### ***Student Discipline and IDEA***

Sol Aureus College Preparatory will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines, that student will be disciplined according to these guidelines.

## **ELEMENT K: RETIREMENT SYSTEM**

Sol Aureus College Preparatory participates in the federal Social Security system and offers staff the option of enrolling in a 403(b) plan with TIAA-CREF.

Sol Aureus College Preparatory retains the option for its board to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) in the future should it find that participation enables the school to attract and retain higher quality staff. If the school elects to have its teachers participate in the STRS system in the future, then all of the teachers will do so. If Sol Aureus should opt to participate in the STRS or PERS systems, the parties will cooperate as necessary to forward any required payroll deductions and related data. Sol Aureus shall pay the Sacramento City Unified School District the actual costs for the provision of such services.

## **ELEMENT L: ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 476059(b)(5)(L).*

Sol Aureus College Preparatory is a school of choice and no student may be required to attend S.A.C. Prep. A student who chooses not to attend Sol Aureus College Preparatory may choose to attend either the local public school in the student's attendance zone, other District schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Sacramento City Unified School District.

## **ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS**

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any right of return to the school district after employment at a charter school. Education code Section 47605(b)(5)(M).*

### **EMPLOYEE RIGHTS**

#### **ORGANIZED RESERVE FORCES**

Any person who is a member of a reserve component of the Armed Forces of the United States will be granted, in accordance with Section 59 of Chapter 33 of the General Laws, a leave of absence, without loss of pay, during the time of his/her annual tour of duty, provided that such leave does not exceed 17 days.

#### ***Family and Medical Leave Act of 1993***

The Family and Medical Leave Act of 1993 defines four types of leave categories during which an employee is entitled to up to 12 weeks of unpaid leave during any period of twelve consecutive months:

- The birth of an employee's child
- A child is placed with the employee for adoption or foster care
- The employee's spouse, child or parent has a serious health condition
- The employee has a serious health condition that prevents performance of job functions

Staff members must apply for the leave and should notify the Principal as soon as possible. During the leave, benefits will remain in effect. Upon return from FMLA leave, S.A.C. Prep will make every effort to place the employee in his/her original or equivalent position.

#### ***Personnel Records***

Sol Aureus College Preparatory maintains a personnel record for each employee containing work related records. These files are confidential and are open only to the employee and the Principal.

It is the employee's responsibility to supply Sol Aureus College Preparatory with accurate information. Employees are advised to inform the Principal their personal information change in any of the following areas: NAME, ADDRESS, TELEPHONE, MARITAL STATUS, NAMES OF DEPENDENTS, AND PERSON TO CONTACT IN CASE OF EMERGENCY.



### ***Grievance Procedure***

During the day-to-day operation of Sol Aureus College Preparatory, misunderstandings and problems that require attention may arise. Although Sol Aureus College Preparatory has a formal grievance procedure to ensure equitable resolution of serious complaints, it is expected that most problems will be settled through informal discussions among the individuals involved.

Should an employee feel that the problem cannot be resolved informally, or for any other reason, the following grievance procedure is currently in place:

1. If, for any reason, a problem cannot be resolved informally, the employee may discuss it with the Principal. Employees are encouraged but not required to write up the events or situation in question and bring that to the meeting.
2. If the employee is unable to reach a satisfactory solution in discussion with the Principal, the employee may submit a written statement to the Board of Directors. After a careful inquiry, the Board will communicate its decision concerning the matter directly to the employee.

Employees are encouraged to take advantage of the Sol Aureus College Preparatory formal grievance procedure for issues that cannot be resolved informally, without fear of reprisal as the result of exercising this option.

### **HUMAN RIGHTS POLICY**

Sol Aureus College Preparatory brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age or handicap status. S.A.C. Prep is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. S.A.C. Prep wishes to stress that it is the responsibility of every member of the S.A.C. Prep community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the S.A.C. Prep community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

## **HARASSMENT**

Harassment is any form of uninvited and unwanted physical or verbal behavior that creates an intimidating, hostile, or demeaning environment for education or employment. Examples of inappropriate behavior include:

- Verbal or physical abuse or threats
- Sexual harassment
- Obscene or demeaning remarks, jokes, or insults
- Uninvited pressure to participate in illegal activities
- Public display of explicitly offensive or demeaning materials
- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment

### ***Sexual Harassment***

Sexual harassment can be a form of sex discrimination under Title VII of the Civil Rights Act of 1964 and the Title IX Education Amendments of 1972. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or advancement or participation in a school activity
- Such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person

Creating a harassment-free environment requires the diligent effort of our community. We must continually improve our practices.

### ***Response to Harassment***

Sol Aureus College Preparatory is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
3. Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.
4. Students should notify the Principal, or if they are uncomfortable doing so, they should speak with another adult.
5. If you are an adult, notify the Principal or any member of the Board of Directors.

As soon as possible, the adult notified will report to the Board of Directors and Principal. The Director or Board will notify the authorities, if necessary. The

Director of Board will appoint a small group to investigate the matter in a swift and equitable manner. The group will bring a recommendation to the Board. The Board or Principal will communicate the final decision directly to the parties involved.

### **LEAVING THE SCHOOL**

S.A.C. Prep values a productive and mutually satisfactory employment relationship with each employee. However, both the employees and S.A.C. Prep reserve the right to terminate the working relationship at will, without notice.

Terminations occur in all organizations, and the usual reasons for termination are as follows:

- **RESIGNATION:** Employment termination initiated by an employee who chooses to leave voluntarily. In the case of resignation, the employee is requested to give as much notice as possible, in accordance with the Sol Aureus College Preparatory Employee Contract.
- **DISCHARGE:** Employment termination initiated by Sol Aureus College Preparatory for disciplinary or performance reasons. If you violate a basic rule or demonstrate gross misconduct, Sol Aureus College Preparatory reserves the right of immediate discharge without warning.
- **MEDICAL TERMINATION:** Employment termination initiated by Sol Aureus College Preparatory or the employee when an employee is unable to continue work due to health reasons.

The School Leader(s) will schedule a wrap-up meeting for terminating employees in order to discuss taxation, benefit issues and employee rights.

### **No Right of Return to District**

Employees coming from any school district to work at Sol Aureus generally have no right to return to their former employer unless they come to the school under an “on loan” or similar agreement and have acquired no time toward District seniority while employed at the Charter School

## **ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provision of the charter. Education Code Section 47605(b)(5)(N).*

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes within California, within Sol Aureus College Preparatory, or between California and Sol Aureus College Preparatory pursuant to their policies; (b) ensuring the high operational standards of Sol Aureus College Preparatory while minimizing the oversight burdens on Sacramento City Unified School District; and (c) the efficient and effective resolution of any concerns regarding California or Sol Aureus College Preparatory. With respect to each of these procedures, it is California's intention that all public commentary be withheld pending full resolution.

### ***DISPUTES***

#### ***Disputes Between Sol Aureus College Preparatory & Sacramento City Unified School District***

Any controversy, claim or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below.

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, of the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such noticed if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To Sol Aureus College Preparatory: Sol Aureus College Preparatory  
7485 Rush River Dr.  
Suite 710, PMB 121  
Sacramento, CA 95831  
Attn: Norman G. Hernandez

To SCUSD Charter Oversight Staff Member:

Sara Noguchi, Ed.D  
Area Assistant Superintendent  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
  
- 3) Prior to revocation, and in accordance with California Education Code Section 47607(d) and applicable regulations, the District will notify Sol Aureus College Preparatory School in writing of the specific violation, and give Sol Aureus College Preparatory School a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

## **ELEMENT O: LABOR RELATIONS**

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Sol Aureus College Preparatory shall be deemed the exclusive and independent public school employer of the employees of Sol Aureus College Preparatory for the purposes of the Education Employment Relations Act.

## **ELEMENT P: SCHOOL CLOSURE PROCEDURES**

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

In the event of closure or dissolution of Sol Aureus College Preparatory, the Board of Directors shall delegate to the School Leader or other person, who may be a member of the Board, the responsibility to manage the windup and dissolution of the affairs of the school and corporation, if appropriate. This process shall include:

- In addition to parents of Sol Aureus students, the Sacramento City Unified School District, Sacramento County Office of Education, and California Department of Education, and the Federal government (through the CDE or SCOE depending on the source of how federal funds were disbursed to the school) would all be notified immediately of the school's closure and effective last day of operations in writing and via phone call. At this time, agents from Sol Aureus will confirm any protocols or expectations each agency has with regard to procedures for closure in addition to any procedures laid out in the Education Code. The notification in writing will include a list of students, their statewide ID number, and their District of Residence.
- A final audit to determine the disposition of all assets and liabilities of the school that will be conducted by an independent auditing firm, likely one that has performed an audit of Sol Aureus College Preparatory previously. The expectation would be that the audit would be completed within 6 months or by December 15<sup>th</sup> (whichever date comes first) of the closing of the financials for the fiscal year in which the school last operated and was closed. The audit will include information regarding all of the elements in audits conducted during regular operations such as a Balance Sheet, Income Statement, Inventory of Assets, Aged Payables, and Accounts Receivable. The audit will also delineate public funding sources, private funding sources, restricted revenue and unrestricted revenue.
- Funds, which are restricted, will be returned to their funding sources along with an itemized account for any monies spent or assets purchased, in accordance with such restrictions. The corporation will first use available assets to satisfy outstanding debts and obligations and to provide for the costs of windup and dissolution of the corporation and closure of the school. Any assets remaining shall be disposed of in accordance with the Corporations Code, including the requirements of the charitable trust doctrine.

- Retirement systems (TIAA-CREF) that employees participate in would also be notified in the event of a school closure.
- Pursuant to Education Code Section 47604.33, the school will provide for the transfer and maintenance of personnel records, pupil records, transcripts, all state assessment records, and all special education records in accordance with the applicable law, completion and filing of any required annual reports
- Parents of children enrolled in the school would be notified both in writing, over the phone, and in a final meeting if possible to alert parents of the reasons for the closure (if it does not involve any legal entanglements that the school might be involved in that would preclude a more thorough explanation). At this time, information would be provided to the effect of a) reason for closure, b) next steps in supporting parents to transfer their children to other schools, 3) alerting them of plans that might already be under way that would allow them to transfer to other area charter schools and their local neighborhood schools. The school would have contacted a variety of schools on their behalf, notifying them of the closure of Sol Aureus and requesting information on how to expedite transferring students to their new schools.
- Additionally, a list of enrolled students will be sent to the Sacramento City Unified School District as well as a final list of where the students transferred.
- Sol Aureus College Preparatory shall follow existing protocol of having request for transcripts in writing from the new school. Sol Aureus will work to expedite this process as soon as possible.



## **SUPPLEMENTAL INFORMATION**

### ***Financial Plan and District Impact Statement***

Sol Aureus College Preparatory operates a sound financial school. Please refer to the five-year budget. This section lists the planning assumptions for those components and the accompanying worksheets.

The operation of the school is designed to be self-sufficient. However, the school will discuss with SCUSD various operational services that they could provide to the school, including the use of or funding for the facility.

### ***Finances***

Sol Aureus College Preparatory's funding sources are diverse. The per pupil payments from local and state sources and federal school funding programs are combined with other grants and donations. Sol Aureus has also been successful with getting local businesses and organizations to donate goods and services as in-kind donations as well as make financial contributions.

The School Leader of Sol Aureus submits an annual budget to the Sol Aureus College Preparatory Board of Directors during the spring of each year. Sol Aureus College Preparatory's annual fiscal period runs from July 1 through June 30. The Board of Directors, as per Sol Aureus By-Laws, must approve the annual budget by June 30 of each fiscal year.

The Financial Services consultant, Utonomy, Inc., under the direction of the School Leader, tracks all revenue and expenses using a financial accounting software package. With the help of the Director of Operations and a consultant with financial record keeping experience, the School Leader maintains the financial records and prepares a financial report for every meeting of the Sol Aureus Board of Directors and Finance Committee of the Sol Aureus Board of Directors. The School Leader and the Treasurer of the Board of Directors has authorization to sign all school checks, with items over \$10,000 requiring both signatures.

### ***Current Assets***

Currently, Assets of Sol Aureus consist mainly of classroom furniture, office furniture, technology and classroom equipment (including computers), and miscellaneous marketing materials. Sol Aureus does not own capital items valued in excess of \$10,000, including vehicles or real estate at this time.

### ***Estimated Revenues***

Sol Aureus's projected ADA revenue is based upon a student enrollment of 20-25 students per classroom and no more than 60 or so students per grade level. The targeted full enrollment FY2013-14 is between 265 and 285 students, provided that Sol Aureus may enroll additional students if feasible .

### ***Fund Raising***

Sol Aureus has been very successful raising money from both public and private sources (see list below). Sol Aureus conducts extensive fund raising efforts during the year. Fund development includes applying for foundation grants and corporate sponsorships, as well as parent and student fundraisers. The annual goal of this campaign will be to generate additional operating funds to offset the costs of the Saturday lunches, school supplies and instructional materials for the extra classroom time, and out-of-state field trips. The annual fund development goal typically reflects 10% of the total public monies awarded the school through ADA.

<b>Source</b>	<b>Award</b>	<b>Amount</b>
Board Contributions	Board Giving	\$12,000
Faculty, Staff, and Parents	Community Investment	\$1,000
Private & Corporate Grants	Foundations & Corporations	\$40,000
Private Contributions	Individual Giving	\$5,000
Federal and State CDE	Entitlements & NCLB	\$50,000

### ***Estimated Expenses***

The cost structure for Sol Aureus is based recent history and historical and comparative analysis providing an added level of certainty in the budget development process. In addition to base salaries, the budget includes stipends for extended time in school. The school maintains a lean administrative staff and low overhead to funnel more funds to direct instructional materials.

## ***Financial Planning Assumptions***

Sol Aureus College Preparatory operates independently from SCUSD and is directly funded from the State of California, Office of Education. The school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the model.

- The school expects to operate for Grades K-8<sup>th</sup> Grade with between 230 and 250 students. It is expected that more than 50% of the students will qualify for the federal free and reduced lunch program as historically the number of students qualifying has been over 60%.
- The school employs full time employees consisting of a minimum of ten teachers, an administrative assistant, a Dir. of Operations and Development, Dir. of Curriculum and teacher development, and various part-time staff for counseling, coaching, meal service, and extra-curricular.
- The school receives revenues from the following sources: state ADA money and eligibility requirements, a categorical block grant, economic impact aid, and state lottery funds. The school will apply directly for funds not included in the charter school categorical block grant that are deemed eligible to Charter Schools, such as federal entitlement monies, staff development, deferred maintenance, and the After School Learning and the Safe Neighborhood Partnership Program.
- Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which the school cannot apply for directly and which are not included in the categorical block grant, Sol Aureus College Preparatory will engage SCUSD in securing its equitable share, based on its student population and eligibility of program funds. These funds include, but are not limited to, integration, transportation, forest preserve, sales and use taxes, parcel taxes, ad valorem taxes, and property taxes. Per section 47635 (a) of the California Education Code, SCUSD will transfer the appropriate percentage of funding in lieu of the local property taxes to the charter school by the 15th of the month.
- The budget worksheet lists the assumptions that are in line with state and federal guidelines. The expenditures reflect the school design plan and prevailing market costs for payroll costs including tax, retirement, and insurance costs. The estimates are based on SCUSD published information and successful operation of Sol Aureus for years 2003-2008.
- This long-term analysis includes inflation assumptions of 2% for revenues, 3% for expenditures, and 5% for salaries.
- Sol Aureus assumes that other expenditures will increase as the number of students grows and the school's facilities expand.

## ***District Impacts of Sol Aureus College Preparatory***

Sol Aureus College Preparatory will minimize its impact on the District. The following impacts are restated here for clarity.

### **1. Enrollment**

Sol Aureus College Preparatory will recruit and enroll approximately between 265 - 285 students during the 2013-14 school year, K-8<sup>th</sup> grade classes would ideally have no more than 25 students per class. Based on enrollment patterns through the previous year, the school expects that the majority of students will reside within SCUSD (over 80%) with the remaining 5% to 20% residing out of SCUSD district boundaries.

### **2. District Services**

Sol Aureus College Preparatory will continue to work with SCUSD to discuss maintaining any existing SCUSD services and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If SCUSD is unable to provide any such services, or if Sol Aureus chooses not to purchase any services from the District, the school will continue to operate and will not be hampered in meeting the goals and objectives of this charter.

### **3. Financial benefits**

A supervisory fee of up to 1% of public funds, excluding funds secured by the charter school on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by SCUSD for actual costs of oversight. The District also benefits from fees in being the fiscal agent and oversight authority of the federal ASES grant to S.A.C. Prep. Lastly, S.A.C. Prep procures food services from SCUSD Nutrition Services.

### **4. Facilities**

The future facility needs will be addressed by a facilities use agreement between the District and Sol Aureus. Sol Aureus will have one facility located within the District boundaries.

### **5. Special Education**

The school will seek to operate as a public school within SCUSD for special education purposes remaining a member of the SCUSD SELPA.

## 6. Legal Structure

Sol Aureus is an independent, non-profit public benefit corporation registered in the State of California with a federally designated tax-exempt identification number. Sol Aureus does not expect the District to assume any debt on behalf of the school.

## 7. Liability and Indemnity

The school will have in force its own liability insurance and hold harmless and indemnify SCUSD from all liabilities. The school and the District will work together to ensure that, as a term of the operational MOU, Sol Aureus will insure that all insurance coverage meets the District's criteria for sufficient coverage. The school currently has insurance coverage in all the required areas including a \$4,000,000 umbrella coverage policy.

## 8. Supplies and Equipment

The school will be responsible for all supplies and equipment that it purchases and, in the event of loss of fire, disaster, or theft, the District shall have no responsibility for such items. Prior to the start of Sol Aureus, any items of supplies or equipment rented by the school from the District shall be protected by fire, disaster and theft insurance satisfactory to the District and will provide certification proof thereof. Furthermore, Sol Aureus provides that the District shall have no responsibility for losses of student property for any reason whatsoever and shall hold the District fully harmless from any such losses.

## **BUSINESS OPERATIONS PLAN**

Sol Aureus has successfully operated for the past 9 years. In this time it has had seven independently conducted “clean” audits with no major findings. The School Leader has worked with on-site staff and consultants to insure proper financial accounting procedures, financial planning and reporting systems, budgets, producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The School Leader(s) and the Sol Aureus Board have also effectively developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

### ***Systems for Managing Cash Flow, Purchasing, Payroll, and Audits***

Sol Aureus has successfully established strict policies governing internal controls. These policies will ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement.

Sol Aureus, with its Board of Directors, has adopted by-laws regarding the signing of checks. These by-laws state that the Treasurer of the Board will co-sign all bills, notes, receipts, acceptances, endorsements, and checks of the Corporation in any amount over \$10,000. The School Leader or staff member under guidance from a staff member or consultant prepares a financial statement for the Board of Directors at each regularly scheduled Board meeting. The Board formally approves any expenditure for services in excess of \$10,000.

### ***Attendance Accounting***

The school will report attendance requirements to SCUSD in a format acceptable to SCUSD, the County and the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

### ***Tools Used for Tracking and Reporting Financial Matters***

Sol Aureus currently uses a QuickBooks accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is in parallel with the day-to-day record keeping that Sol Aureus uses through traditional paper check register and bill-filing systems. The Financial Management consultant and Finance Committee of the Board of Directors works with the School Leader to prepare financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) in preparation for monthly Board meetings.

Sol Aureus has purchased a school database software package called My Student's Progress to manage student data. The system has proven to be very robust allowing the staff to integrate student contact and enrollment status information, grades, and future financial management capabilities. The portal, web-based system also allows parent to have access to their child's grades in each class 24 hours a day on the internet through the portal page.

Sol Aureus will work with an accountant to prepare regular financial reports according to GAAP and will submit them to SCUSD on a regular basis. The school will submit two interim reports and one final report each fiscal year.

### ***Purchasing***

Sol Aureus's largest annual expense is payroll. After payroll, various services through SCUSD are the next biggest expense for facilities, food services, special education encroachment and oversight fees. Sol Aureus will continue to contract for food service through SCUSD or through a private company – depending on the needs of the school and the capacity of the facility. With respect to other expenses, the School Leader(s), Executive Assistant, and on occasion, board members (in the case of identifying bids from competing audit firms), are responsible for soliciting bids from various vendors for larger services or jobs. Accurate records of vendors are maintained and used regularly for basic office supplies. Vendor contracts in excess of \$10,000 require a second signature of the Treasurer of the Board of Directors or Board Chair.

### ***Payroll***

Payroll expenses are approximately half of Sol Aureus's total expenses. Sol Aureus uses ADP for payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees.

### ***Budget Allocation and Vendor Selection***

The Board of Directors is responsible for approving annual budgets, with substantial input from the School Leader. The School Leader develops the budget proposals and has the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors is responsible for long-range financial and facilities planning. The Board of Directors intends works with an outside service provider to for bookkeeping services and to ensure compliance with state financial accounting procedures.

### ***Audits***

Sol Aureus has conducted and completed seven annual independent financial audits through with no significant findings, penalties, or recommendations. Gilbert & Associates completed the first five engagements. Beginning in the 2008-09 fiscal year, Mann Urrutia Nelson has been the audit firm utilized for the audit. Both Gilbert and Mann Urrutia have charter school and non-profit audit experience. The school maintains a master schedule of items needed in preparation of the interim audit as well as the end-of-year audit.

### ***Potential Users of Financial Information***

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by the Director of Operations or consultant with the School Leader. Financial statements will be used by the independent auditors who Sol Aureus hires each year. The school also expects the financial statements to be requested by such institutional sources of financing as Sol Aureus may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the school's officers, managers, or Board Members who want to assess the school's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, Sol Aureus will submit its annual audited financial statement to the appropriate authorities within both SCUSD and the California State Board of Education.

### ***Transportation Services***

Sol Aureus currently does not provide for transportation for students from home to school or school to home except in order to comply with the Americans with Disabilities Act and the Individuals with Disabilities in Education Act (IDEA). In the near future, S.A.C. Prep has explored providing transportation to students through a bus company. Those costs are estimated in the 5 year Budget. Transportation for extracurricular activities, such as field trips, will be contracted with either SCUSD or a licensed contractor.

### ***Food Services***

Sol Aureus will contract for food services with Sacramento City Unified School District or a private company. Sol Aureus will consider the District for services as much as possible but will contract with private vendors where appropriate. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. It is projected that 60% or more of Sol Aureus's students will be eligible for this program, and all eligible students will be included in SCUSD's reported student counts.



### ***Insurance Coverage***

Insurance coverage (Appendix M) has been provided by ISU Lovering Insurance Services, L.L.P. Budget estimates are based on actual costs through the first five years of operation.

### ***Role of Authorizing Agency***

The Sacramento City Unified School District has the right to monitor Sol Aureus College Preparatory through site visits and reviews of reports. Sol Aureus will annually set aside 1% of its public funds to go to the District for oversight fees.

### ***Facility***

S.A.C. Prep is currently located at the District's Bear Flag location. S.A.C. Prep will seek to continue its stay at the current location. Upon the renewal of the Charter facility needs and expansion will be addressed by a facilities use agreement (FUA). S.A.C. Prep will have one facility located within District boundaries.

## ***Conclusion***

The California Charter Schools Act of 1992 was created to establish schools that operate independently from the existing school district structure, in order to accomplish the following items:

1. Improve student learning.
2. Increase learning opportunities for all students
3. Encourage the use of new innovative teaching methods.
4. Create professional growth opportunities for teachers.
5. Provide parents and students with options of educational opportunities
6. Hold schools established under the California Charter Schools Act of 1992 accountable.
7. Provide competition within the public school system to stimulate innovation, growth and improvement in all public schools.

By renewing S.A.C. Prep's charter the Sacramento City Unified School District will be following the directive of law that encourages the creation of charter schools.

Sol Aureus College Preparatory is excited and honored to apply for a renewal of a five year charter for the term of July 1, 2013 through June 30, 2018, and for the opportunity to continue working with the District to provide families the best educational opportunities possible.